12th Annual Meeting of the Illinois Language and Linguistics Society

Language Across the Lifespan

February 28th-29th, 2020

Illini Union
University of Illinois, Urbana-Champaign
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CONFERENCE ORGANIZATION

Organizing Committee

Co-Chairs
Chelsey Norman & Gorrety Wawire

Organizers
Ander Beristain, Allison Casar, Ping-Lin Chuang, Gabrielle Colonna, Brennan Dell, Jack Dempsey, Amy Gorgone, Giang Le, Sara Saez Fajardo, Karla G. Sanabria Véaz, Tricia Thrasher, Robin Turner, Kara Yarrington
# SCHEDULE OF EVENTS
## Friday, February 28, 2020

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<td>Registration Opens</td>
<td>Illini Union 405</td>
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<td>8:45</td>
<td>Opening Remarks by James Yoon</td>
<td>Illini Union 407</td>
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<td>9:00 – 10:00</td>
<td>PLENARY SPEAKER: Silvina Montrul (UIUC)</td>
<td>Illini Union 405</td>
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<td></td>
<td><em>Heritage Languages Across the Lifespan</em></td>
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<td>10:00 – 10:20</td>
<td>Coffee break</td>
<td>Illini Union 407</td>
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<td>10:20 – 10:50</td>
<td>Patricia McDonough (Indiana University)</td>
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<td><em>Seventy years of Thangal: Language change and preservation in a Northeast Indian tribe</em></td>
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<td>10:55 – 11:25</td>
<td>Jeonghwa Cho (University of Michigan)</td>
<td>Illini Union 405</td>
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<td><em>A Corpus Study of Agreement Errors in L2 Writing: The Effect of Language Background</em></td>
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<td>11:30 – 12:00</td>
<td>Shannon Yee (Wayne State University)</td>
<td>Illini Union 407</td>
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<td><em>Does a nouns-bias in children’s vocabulary acquisition exist across languages of the world?</em></td>
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<td>12:05 – 12:35</td>
<td>Eugenie Mainake (Southern Illinois University)</td>
<td>Illini Union 405</td>
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<td><em>Non-Native English Speaker’s Attitude toward Accent-Shift: A Case Study of Indonesian Students in the U.S</em></td>
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<td>12:35 – 2:00</td>
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<td>2:00 – 2:30</td>
<td>Joshua Linden (Wayne State University)</td>
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<td><em>Contrastive Focus Capitalization: Nonstandard Usages of Capital Letters in Web-based English and their Capital-Implications</em></td>
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<td>2:30 – 3:00</td>
<td>Kelly Bayas (Pennsylvania State University)</td>
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<td><em>The role of L2 learner metalinguistic knowledge on the learning of the English resultative perfect</em></td>
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<td>Elizabeth Lozano, UIUC, <em>Attachment and Language Use in Donor-Conceived Adults Self-Narratives</em></td>
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<td>3:05 – 3:25</td>
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<td>Hizniye Isabella Boga, Eberhard Karls Universität Tübingen, <em>What is a Language? What is a Dialect? - Distinguishing between Close and Distant Romance (dialectal) Varieties</em></td>
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<td>Robin Turner, UIUC, <em>Linguistic Constructions of Agency in the Grassroots Political Movement</em></td>
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<td>Coffee break</td>
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<td>7:00 – 9:00</td>
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**Saturday, February 29, 2020**

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<td>9:00 – 10:00</td>
<td>PLENARY SPEAKER: Michele Diaz (Pennsylvania State University), <em>Neural and behavioral age-related differences in language production</em></td>
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<td>10:00 – 10:20</td>
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<td>Illini Union 407</td>
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<td>10:20 – 10:50</td>
<td>Delaney Wilson, Alison Gabriele, and Robert Fiorentino, University of Kansas, <em>The role of morphology and individual differences in the processing of regular and irregular verbs by native English speakers</em></td>
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<td>Time</td>
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| 10:55 – 11:25 | Illini Union 407  | Tricia Thrasher  
UIUC  
*I felt more at ease*: How social virtual reality impacts L2 French learners’ anxiety and oral production |
|            | Illini Union 404  | Seyyed Hatam Tamimi Sad and Ronnie Wilbur  
Purdue University  
Comparing the syntax of spoken and signed language: Declaratives, interrogatives and negation in Arabic and an Iranian homesign |
| 11:30 – 12:30 | Illini Union 406  | POSTER SESSION |
| 12:30 – 2:00 | Illini Union 407  | Lunch *(On your own)* |
| 2:00 – 2:30 | Illini Union 407  | Rachel Kimnach  
UIUC  
*Is German Sign Language (DGS) linguistically related to American Sign Language? (ASL): Evidence from YouTube Video Data using phonological analysis of sign production* |
|            | Illini Union 404  | Minhee Kim  
University of Wisconsin-Madison  
*On the Role of Topic and Methodology: A Multi-Dimensional Analysis of Linguistic Variation in Research Articles* |
| 2:35 – 3:05 | Illini Union 407  | Charlotte Vanhecke  
University of Wisconsin-Madison  
*Stylistic and real-time dimensions of glottalization in Wisconsin English* |
|            | Illini Union 404  | Zhi-Ling Lien  
UIUC  
*Effects of Parallelism on Chinese Word Segmentation* |
| 3:05 – 3:25 | Illini Union 405  | Coffee break |
| 3:25 – 3:55 | Illini Union 405  | Mutasim Al-Deaibes  
Khalifa University  
*Gemination: weight or length? Evidence from Rural Jordanian Arabic* |
|            | Illini Union 407  | Difei (Lynn) Zhang  
University of Wisconsin-Madison  
*Flipping Those Pages, Swiping That Screen: A corpus-based analysis of the digital transformation of the news register* |
| 4:00 – 4:30 | Illini Union 405  | Maria Heath  
University of Minnesota  
*No Need to Yell: A prosodic analysis of writing in all caps* |
|            | Illini Union 407  | Hamideh Sadat Bagherzadeh  
University of Wisconsin-Milwaukee  
*The Acquisition of Persian Heritage Language as an Independent Variety in the US* |
| 4:30 – 4:40 | Illini Union 407  | Coffee break |
| 4:40 - 5:40 | Illini Union 405  | PLENARY SPEAKER: Laura Colantoni (University of Toronto)  
*Acquisition of intonation: are children similar to adults?* |
Poster Session  
Saturday, February 29, 2020  
11:30 – 12:30 PM  
Illini Union 406

1. David Abugaber-Bowman  
   University of Illinois at Chicago  
   Thinking (about grammar), fast and slow: Exploring per-learner variability via analysis methods from cognitive psychology

2. Mashael Algana  
   Michigan State University  
   The intersection between Identity, Investment, and Socialization: A Case Study of an ESL Female Saudi Learner

3. Maaly Al Omary  
   University of Wisconsin - Milwaukee  
   Mechanism of Verbal Morphology among Heritage Arabic Children in the US

4. Tomoko Oyama  
   University of Illinois Urbana-Champaign  
   Effects of Discourse-Level Instruction on the Use of L2 English Present Perfect in Research Reports

5. Susanne Pawlikowski  
   Northeastern Illinois University  
   A Female President, now!: A multimodal discourse analysis of Kamala Harris’s presidential announcement

6. Daniel Puthawala  
   The Ohio State University  
   Controlling for Incremental Parsing Effects with Rapid Serial Visual Presentation

7. Anna Romaniuk  
   University of Kentucky  
   Droga Pani Ministro: Feminine Professional Titles at Opposite Poles of the Formality Register

8. Patrick Skeels  
   University of California Davis  
   The Dynamics of Disagreement
INVITED PLENARY SPEAKERS
Laura Colantoni  
University of Toronto

Dr. Laura Colantoni is a Professor at the Department of Spanish and Portuguese. She received her BA in Linguistics from the University of Buenos Aires and her PhD in Hispanic Linguistics from the University of Minnesota. Her research focuses on sound change and categorization and the second language acquisition of variable phonetic parameters. She published an edited volume on Argentine Spanish in 2013 (Perspectivas teóricas y experimentales sobre el español de la Argentina, Iberoamericana, w/C. Rodríguez Louro), and has recently published another book: Second Language speech: An Introduction (w/ P. Escudero, & J. Steele) with Cambridge University Press. In recent years, she has been working on several SSHRC and UofT supported research projects, alone and in collaboration with colleagues in French, Linguistics and Speech and Language pathology. Her most recent SSHRC-funded project focused on the acquisition of L2 English intonation (w/ M. Ortega-Llebaria, A. Johns, and J.I. Hualde) by Spanish, Mandarin and Inuktitut speakers. She is also currently collaborating with A. Kochetov and J. Steele on an electropalatographic study of assimilatory patterns in English, French and Spanish as first and second languages. (From University of Toronto’s website)

Abstract:

**Acquisition of intonation: are children similar to adults?**

Can we trace developmental paths in first (L1) and second (L2) language acquisition of intonation? If so, are there any similarities in these paths? The goal of this talk is to explore these questions by bringing together recent findings on the L1 and L2 acquisition of intonation literature, including some of the research conducted in our lab. Our research on the L1 acquisition of Japanese downstep and metrical boost (Kubozono, 1989) by 5;0 children revealed that downstep, a quasi-categorical phenomenon, is acquired before metrical boost, which signals syntactic embedding, and is highly variable in the adult population (Hirayama et al., submitted). These findings resemble those obtained in a five-year project on the L2 acquisition of English intonation by speakers of Spanish, Mandarin and Inuktitut. This research showed that all the experimental groups resembled controls more closely in the experiments targeting the perception and production of sentence types (statements, absolute and declarative questions) than in those focusing on the perception and production of corrective focus. This, in turn, mirrors developmental paths reported in the L1 acquisition of Spanish and English-speaking children, which showed that focus marking is typically acquired late (Filipe et al, 2017; Wells et al., 2004). Thus, we can tentatively conclude that structures that are acquired later in the L1, such as focus marking (Filipe et al., 2017; Wells et al, 2004; Yang & Chen, 2018) or the acoustic correlates of recursion (Hirayama et al., submitted) also appear later in second language acquisition.
Michele Diaz  
Penn State University

Dr. Michele Diaz’s research focuses on the relations between the brain and behavior. Her lab has examined semantic and phonological aspects of language comprehension and production. Most recently she has been examining age-related differences in language. Specifically, this research project looks at neural factors that contribute to age-related retention (semantics) and decline (phonology) that have been observed in language production and investigates the relations between structural factors (i.e., white matter integrity), functional activations, and behavior. (From Penn State University’s website)

Abstract:

**Neural and behavioral age-related differences in language production**

Although decline in cognitive functions is often observed with aging, language functions show a pattern of both impaired and spared performance. Semantic knowledge, reflected in vocabulary and general comprehension, are well maintained throughout adulthood. In contrast, older adults show impairments in language production, such as in increased slips of the tongue and increased pauses during speech which may reflect phonological impairment. This asymmetric pattern suggests a fundamental difference in the cognitive and neural organization of these two language abilities. In this talk, I will discuss our work which has looked at semantic and phonological decisions, as well as more recent work that has examined inherent aspects of words, such as lexical frequency and neighborhood effects (phonological and semantic). Broadly, our work examines how cognition, behavior, and neural factors relate to each other and how they contribute to language production in healthy younger and older adults.
Dr. Norma Mendoza-Denton is currently a Professor of Anthropology at the University of California, Los Angeles. She is also the Associate Dean of the Graduate Division. Dr. Mendoza-Denton received her MA and PhD in Linguistics from Stanford University; her dissertation is entitled Chicana/Mexicana Identity and Linguistic Variation: An Ethnographic and Sociolinguistic Study of Gang Affiliation in an Urban High School. Though her original training is in sociophonetics, Dr. Mendoza-Denton’s research focuses primarily on youth, language, migration, politics and identity. Her most recently published book, Homegirl: Language and Cultural Practice among Latin Youth Gangs (2008), explores the linguistic and cultural behavior of Latina girls using both scientific and ethnographic approaches. Dr. Mendoza-Denton has presented her work at several events, including as a Keynote Speaker at the Language, Culture, and Belonging interdisciplinary symposium hosted by the Griffith University Centre for Social and Cultural Research in Australia in 2018.

Abstract:

The Language of Donald Trump

Donald Trump’s speeches as president provide many examples of narratives of masculinity where he elevates himself as the pinnacle of virility, strength, toughness—and whiteness. Wallace Chafe (1998) and other scholars (e.g. Norrick 1988) have written about the ways in which repeated tellings of the same story open a window not only into patterns of language, but also into the workings of the self. In the case of Trump, a revealing example of a narrative of masculinity is found in a series of retellings that Trevor Noah of The Daily Show compiled into the satirical Christmas video, “Trump’s Mythical Crying Man Yule Log” (The Daily Show 2018). In this video montage, a stone fireplace frames the center of an old-fashioned cathode-ray TV where video clips of Trump are gently licked by flames. The clips are taken from Trump’s campaign stops, speeches, and conversations with reporters, documenting fifteen distinct instances of Trump retelling the same story with minimal variations. The structure discernible in Trump’s narrative series is formulaic, with each instantiation filling in variable details, and recycled on many public occasions. Sometimes, the man is a steelworker, or a miner, or a farmer. Sometimes it’s a group of men who are crying. Occasionally there is one holdout in the group who does not cry. This man-crying-before-Trump sequence is a great example of not only a narrative of masculinity, but also a “comedic gesture,” where Trump dramatically drags his hands across his face to show copious crying (Goldstein, Hall and Ingram 2017).

While it is well attested that politicians recycle narratives and inflect them to suit their audiences (Fenno 1978), Trump’s narratives go one step further, often revolving around self-aggrandizement, situating him as both the pinnacle and arbiter of toughness. The recurrence of this leitmotif is precisely what renders it an organizing narrative of Trumpian masculinity.
Silvina Montrul  
University of Illinois at Urbana-Champaign

Dr. Silvina Montrul is Professor in the Department of Spanish and Portuguese and Professor in the Department of Linguistics at the University of Illinois at Urbana-Champaign. She is affiliated with the Beckman Institute for Advanced Science and Technology. She is the director of the Second Language Acquisition and Bilingualism Lab, founder and director of the University Language Academy for Children, and former director of the Doctoral Program in Second Language Acquisition and Teacher Education (SLATE). In 2013 she was named University Scholar for her outstanding contributions to research, teaching and service at the University of Illinois. Her research focuses on linguistic and psycholinguistic approaches to second language acquisition and bilingualism, with particular emphasis on heritage speakers and has been funded by the National Science Foundation and the University of Illinois. She is editor of Second Language Research, former Associate Editor of Linguistic Approaches to Bilingualism, and former editorial board member of the Annual Review of Applied Linguistics. She is author of The Acquisition of Spanish (Benjamins, 2004), Incomplete Acquisition in Bilingualism (Benjamins, 2008), El bilingüismo en el mundo hispanohablante [Bilingualism in the Spanish-speaking world] (2013, Wiley-Blackwell) and Heritage Language Acquisition (Cambridge University Press, 2016) as well as over one hundred journal articles and book chapters. She is co-editor of The Acquisition of Differential Object Marking (in press, John Benjamins) and the Cambridge Handbook of Heritage Language and Linguistics (forthcoming). In 2013 she received the University Scholar Award from the University of Illinois in recognition of exceptional achievement in research, teaching and service.

Abstract:

Heritage Languages Across the Lifespan

The vibrant field of heritage language acquisition seeks to understand the complex bilingual experience and linguistic outcome of bilingual speakers of minority languages. In the last 20 years research has focused on the case of young adult heritage speakers of immigrant and non-immigrant languages, whose language knowledge and use are deeply intertwined with sociocultural and sociopolitical issues like identity, power, and ability to participate in the community and use their language. While much has been gained by studying the linguistic knowledge of young adult heritage speakers, the variety of factors that affect heritage language development and their complex interaction are impossible to characterize by just focusing on one age group. A lifespan perspective is ideal and could guide future work in this field, as it brings to the fore the critical role of age in affecting bilingual outcomes. In this talk, I show how age interacts with input (quantity and quality) in heritage language development, and in the absence of long longitudinal studies, I emphasize the integration of research on language acquisition, early bilingual acquisition, heritage language acquisition and adult language attrition to
understand the dynamic outcomes of heritage language acquisition along the lifespan. Currently missing to understand heritage language acquisition from infancy and into adulthood is more linguistic research on the school age period, since this is the time when heritage language children are most susceptible to incomplete acquisition and languages loss. Research on the school-age period is also fundamental to understanding the effects of bilingualism on family language transmission, literacy and education.
Is second language learners’ discovery of underlying grammatical regularities driven by explicit rule searches and hypothesis testing in a “hypothesis space”? Or is rule discovery actually driven by subconscious learning of form-response contingencies in the environment? How does an individual learner’s cognitive profile affect these routes to learning? This presentation will share some statistical methods from cognitive psychology that can get at these questions, namely:

1. Drift diffusion modeling, which allows us to calculate (at a per-participant level) variables that may differ across individuals’ cognitive profiles such as “cautiousness” in responding, decision-making speed, and sheer motor speed.

2. Time series analyses, which can help us infer the exact time point over the course of an experiment when a learning effect seems to emerge. These might also indicate whether learning reflects subconscious/implicit processes (manifested as slow, monotonic changes in response behavior) vs. conscious/explicit processes (manifested as sudden, nonlinear changes).

3. Finally, by calculating the running statistics of the input that a learner has seen at any given time point in the experiment, one might determine whether apparent learning effects are driven by abstracted, generalized rules vs. by learning of specific exemplars of grammatical categories.

This presentation will demonstrate how these three analysis techniques can be applied to recently-collected pilot data from an artificial language learning experiment, along with demonstrations of how to implement these using the R scripting language.

Gemination: weight or length? Evidence from Rural Jordanian Arabic
Mutasim Al-Deaibes
Khalifa University

The aim of the paper is to evaluate how the implementation of geminates in Rural Jordanian Arabic (RJA) differs from that of clusters and by doing so, providing evidence for a prosodic weight. Geminates are represented and viewed controversially either as prosodic length (skeletal tier) or as prosodic weight (Moraic Theory) in the current theories of phonology. In this study, I argue that the geminate-singleton contrast word-medially and word-finally is better accounted for in terms of prosodic weight, within Moraic theory, based on moraic weight, than to be represented in terms of prosodic length as timing units. This observation is based on two pieces of evidence from RJA. The first is that consonant clusters word-finally in RJA are not permissible and usually broken up by an epenthetic vowel, while geminate consonants are
permissible. Second, the attraction of stress onto the syllable that has a geminate consonant, whether word-medially or word-finally, is consistent with the weight representation; primary stress typically falls on the rightmost bimoraic syllable. Therefore, it will be more appropriate to account for this phenomenon under Moraic Theory and to view long segments as weight-bearing, and not as prosodic length/timing units.

The intersection between Identity, Investment, and Socialization: A Case Study of an ESL Female Saudi Learner
Mashael Algana
Michigan State University

In the fall of 2005, English language centers all over the US began to receive applications from hundreds of Saudi students (Shaw, 2012). Shaw stated that “applications and schools across the United States found themselves educating and tending to the needs of unprecedented numbers of Saudi students” (Shaw, 2012, p.1). Twenty four percent of 53,919 Saudi students studying in the US are female (LeBaron & Hausheer, 2013 as cited in Macius, 2016). Coming from a conservative segregated society to an open western society impacts Saudi learners’ experiences. Heyn (2013) stated that male Saudi students reported encountering difficulties in the US due to language barriers and societal differences which resulted in having them face a number of hurdles and new experiences. Due to the small number of Saudi females studying in the US, research that investigates the experiences that of these Saudi female students is ‘scant’ (Macius, 2016). The present case study explores the language learning experience of a female Saudi ESL learner studying in the US. The study explores her language learning experience through the lenses of three theoretical frameworks: a) identity b) investment and c) socialization. The focal informant, Yasmeen, a Saudi ESL learner who has been residing in the US for about eight months was followed to gain better insights of how her identity influences her investment and socialization patterns. Data was collected over a period of two months using three sources: a) two interviews b) one classroom observation c) four journal entries. Data revealed three recurring themes: a) motivated, but with multiple layers of investment b) being in between c) Yasmeen’s imagined self and community. The findings revealed that Yasmeen’s identity and L2 proficiency influenced her investment in participating in naturalistic interactions outside the ELC. However, Yasmeen expressed avoiding any type of interaction because she felt afraid of being harassed or afraid of being perceived as inferior or incompetent due to not speaking the second language proficiently. The study also found that Yasmeen was very invested in the classroom language practices for several reasons: a) her identity was acknowledged and respected by her instructors b) equal relations of power existed between her and her classmates c) the classroom prepared her to build toward becoming her imagined self and community. The findings also show Yasmeen going through the process of socialization in which she adopts some aspects of the American society and resists others. The findings of the present study can provide valuable insights of the strong relationship between religious and cultural identity and learner’s language experiences (i.e., investment and socialization) inside the classroom and outside the English language center boundaries.
Mechanism of Verbal Morphology Among Heritage Arabic Children in the United States
Maaly Al-Omar

University of Wisconsin-Milwaukee

This research paper investigates the morphological features of verbal agreement along with the influence of MSA verbs and expressions on the oral production of child speakers of Arabic as a heritage language, specifically children of Jordanian and Syrian origin who are living in the United States. The imperfective verb, in spoken Arabic, is used to describe habitual and repeated aspects as well as to indicate the progressive aspect. Also, the participle-verb construction is used to indicate the progressive aspect. The verb following participles namely (ʔaaʕid and ʕam) invariably takes bare imperfective morphology. Also, this verb takes the same number and of the preceding participle. This current study focuses on investigating the morphological pattern of these participles (if they surface in the production of Arabic heritage speakers) and the morphological features of verbs in progressive aspect. Given the fact that the Jordanian and Syrian heritage speakers in this study have acquired the relevant variety of Arabic in early childhood along with Modern Standard Arabic, this study investigates whether participants switch between their dialects and MSA expressions and verbs. 10 children were tested in one oral production task in this study. The findings showed that while both Jordanian and Syrian heritage speakers of Arabic showed mastery in producing the morphological pattern of participles in progressive aspect structure, they showed differential acquisition of verb inflection in progressive aspect. Moreover, the result showed that both groups showed code switching and transfer from Modern Standard Arabic verbs and expressions. Lastly, these findings could have important implications with regards to pedagogical methods used for heritage learners of Standard Arabic.

The Acquisition of Persian Heritage Language as an Independent Variety in the United States
Hamideh Sadat Bagherzadah

University of Milwaukee

Recent research has shown that there are two different views for the acquisition of a heritage language. Some researchers believe in an “Incomplete Acquisition/Attrition” of a heritage language (Montrul 2011, 2018; Silva-Corvalan 2014, 2018; Benmamoun 2014, etc.), and some believe in a “Differential Acquisition” (Rothman & Kupisch 2018). This study aims at investigating the acquisition of Persian (Farsi) by heritage speakers in the United States by hypothesizing that Persian Heritage Speakers’ language system is an independent variety of Persian, having similarities and differences with other monolingual varieties. In addition, the changes of the heritage language acquisition through life span are investigated by comparing child and adult participants’ production. In this study, 10 Persian heritage speakers (5 children, 5 adults) were selected by the convenience sampling method. The linguistic frameworks were light
verb constructions (i.e. a preverbal element (a noun/ adjective) + a light verb (e.g. do, make, hit, etc. (Example 1)) and plural making (i.e. /-ha/ the most common Persian plural marker, /-an/ the formal Persian plural marker, /-at/, /-in/, and irregular plurals borrowed from Arabic).

Example 1

Komæk kærdæn

Help do-INF

To help

The rationale for choosing these linguistic frameworks was the variety and flexibility of their forms among different varieties which made them good candidates for novelty and creativity in production. The data were collected through different procedures, including personal interviews, questionnaires for linguistic background and demographic information, oral tasks, and written tasks. Results showed that Persian heritage speakers significantly use light verbs and plurals similar to monolinguals; however, compared with Persian monolinguals, they showed unique features such as using some innovative light verb constructions (i.e. an English preverbal element with a Persian light verb), different light verbs, and some innovative plural forms. Interestingly, innovative plural forms are not derived from input sources, namely Colloquial Persian and Modern Standard Persian; however, they are plural forms in Baloochi (a Northwestern Indo-Iranian language) (Example 2).

Example 2

/hokm-an/ instead of /hokm-ha/  
Religious mandate- PL Religious mandate-PL
Religious mandates Religious mandates

These forms which are examples of genuine UG-derived Interlanguage and show the poverty-of-stimulus effects are the most important discovery of this study. Moreover, the comparison of the production revealed a significant consistency between the performance of adult and child heritage speakers. This consistency indicates that the general performance of heritage speakers through life span is homogenous and has not been attrited through life span. Overall, results supported the hypothesis that the heritage language system is an independent variety of Persian, having similarities and differences with other monolingual varieties. Moreover, results demonstrated that not only does the heritage language system work as a fully functioning system with its own unique features, but it also revealed examples of the systematicity and the-poverty-of- stimulus effects in innovative patterns indicating that the heritage language system is a productive, dynamic, and an independent system through life span. These results contribute to heritage language studies in general and in the diverse and multilingual society of the United States in particular.

References
Previous research has shown that verb forms expressing multiple meanings (e.g., English Present Perfect, French Imparfait) pose considerable learning problems to second language learners (Bardovi-Harlig, 2000; McManus & Marsden, 2019; Salaberry, 2008). The English Present Perfect (PP) is one well-documented example of this learning problem as it can express multiple meanings that are related to, but distinct from, the English Simple Past (SP). Apparent similarities between PP and SP in terms of the meanings they express present learning difficulties for learners as they are unable to accurately distinguish between when to use PP and SP (e.g. Jack has eaten the sandwich vs. Jack ate the sandwich). Consequently, learners tend to overgeneralize SP when the PP would be more appropriate (Bardovi-Harlig, 2001; Karpava, 2017; Lim, 2007). In addition to the PP meanings that overlap with SP, PP expresses four different functions. Unlike previous research that has investigated PP learning problems without explicitly differentiating between these four functions, this study focused exclusively on resultative perfect (RP) function of PP. RP consists of semantic and temporal cues that do not require the use of adverbs (Comrie, 1976; Leech, 2004). For instance, the utterance I have changed after living abroad indicates and emphasizes that a transformation has taken place and it is understood that this current state still holds in the present time. To address these learning difficulties, several studies have found that metalinguistic knowledge can assist learners in acquiring grammatical forms that express multiple meanings (McManus, 2019; Roehr-Brackin,
The current study set out to investigate whether metalinguistic knowledge played a role in participants' learning of RP as reflected in production (cloze exercise) and comprehension (GJT) tasks. Additionally, unlike previous studies which investigated the learnability problem for PP by mainly employing cloze exercises, the current study addresses this limitation by supplementing cloze exercises with retrospective interviews (Izquierdo & Collins, 2008).

Participants were 36 adult students enrolled in general English grammar courses in a community college. Their L1 backgrounds included Korean, Turkish, and Spanish. Data were collected using an English elicitation imitation task (EIT), a cloze exercise test, a grammatically judgment test (GJT), a retrospective interview, and a language background questionnaire. The EIT assessed the participants’ proficiency level and the cloze exercise assessed SP and RP production. The GJT determined participants’ sensitivity to the grammaticality of RP forms. Recorded retrospective interviews were used to elicit explanations of verb tense choices.

Results from the retrospective interviews were used to group participants for metalinguistic awareness of PP. For the metalinguistic group, though they correctly described the general function of PP, they could not produce it reliably on the cloze exercise. For the non-metalinguistic group, the learnability issues stemmed from an inability to distinguish between SP and RP which resulted in overgeneralized use of SP in the cloze test. However, for a few participants in this group, though they could not produce RP accurately on the cloze exercise, they produced it accurately during the interview and attributed their RP use to “instinct”.

What is a Language? What is a Dialect? - Distinguishing between Close and Distant Romance (dialectal) Varieties
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Eberhard Karls University of Tübingen,

One of the oldest questions in dialectology is how to define a “language” as opposed to a “dialect” (Gooskens 2018). The theoretical definition of a language as the standardised form, and dialects as sub-categorical varieties of “inferior” character, have been assumed for a very long time. Only with J. K. Chambers and Peter Trudgill’s (1998) introduction of the definition “language as a collection of mutually intelligible dialects”, an equality of varieties was emphasised.

In the field of dialectometry, it is the core practice to objectively differentiate between closely related linguistic varieties by means of measurements and statistics. Taking this fundamental idea into consideration, the idea of my research goes one step further and seeks to answer the question of how to objectively differentiate between varieties within the same language family.

The work at hand revolves around measuring distances and similarities of 58 Romance
varieties with a strong focus on the languages of Italy. The data used for the analysis is taken from the Global Lexicostatistical Database which comprises 110 concepts for each language which serve as the foundation for the distance calculation. The goal is to determine which varieties are closer to each other and whether these varieties can be seen as dialects of the same language or if they are distant enough to be considered independent languages. In order to achieve this, consider the following methods.

The methods I use are the Levenshtein Distance and the Needleman-Wunsch algorithm with a built-in scorer system of PMI distances of sound-similarity scores. With the resulting distances and similarities determined by the Levenshtein Distance and the Needleman-Wunsch algorithm, I fit finite mixture models in order to determine the components in the data. This step is necessary in order to allocate similar varieties into one cluster, dissimilar varieties into another cluster, and varieties of mixed and unclear affiliation into a further one. Within those clusters, it is visible which varieties are close enough to be varieties of the same language and which varieties are distant enough to be independent languages. A first analysis of the results already shows that both methods behave differently. The Levenshtein Distance delivers 4 discrete groups of variety pairs, whereas the Needleman-Wunsch algorithm only produces 3 groups of pairs. Furthermore, I unexpectedly discovered that the methods yield different quantities of objectively measured cut-off points. The underlying assumption was that there are two thresholds in order to distinguish between close varieties, distant varieties, and varieties of mixed affiliation. This seems to be not universal and hence needs to be determined for each dataset independently. Finally, a remark on the choice of methods. As both methods gave different results, the Needleman-Wunsch algorithm answered the hypothesis of having two objective thresholds between close and distant pairs of varieties. Hence I conclude that in order to find two thresholds between differently distanced pairs, it is advisable to opt for the Needleman-Wunsch algorithm with the weighted scorer system of sound-similarity scores of PMI distances.

References


Present tense variation and grammaticalization in southern Arizona: How far has the Progressive progressed?

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Previous studies have shown that the progressive and habitual functions of the present tense are changing to be expressed with the Present Progressive more so than with the simple Present, following a ‘canal of grammaticalization’ which moves from locative to progressive to habitual meaning (Cortés-Torres, 2005). While this shift has been examined in the contact variety of New Mexico Spanish, for possible influence from the Present Progressive of English, results did not support the convergence hypothesis. Instead, it was found that there is a possible weakening in the constraints conditioning the variation between these two present tense forms, in comparison with monolingual varieties (Dumont and Vergara Wilson, 2016). The aims of the present study are twofold: to quantitatively estimate the current extent of this grammaticalization in the Spanish of southern Arizona, and to contribute comparable evidence from another contact variety regarding this possible constraint weakening.

A subset of the Corpus of Spanish in Southern Arizona (Carvalho, 2012-) was selected for participants born in Tucson, AZ who had resided there their whole life. This provided a total of 17 interviews of 3 male and 14 female participants, ages 18-33 (mean = 22.8) at the time of the interview (2012-2017). Instances of indicative mood Present Progressive that could have been expressed with simple Present were extracted first, in order to determine which verbs demonstrate variation. This resulted in 234 tokens, representing 62 distinct verbs. Simple Present instances of these 62 verbs were then extracted, providing 470 tokens.

While codification is still underway, the tokens are being coded for habitual or nonhabitual function; lexical verb aspect (Vendler, 1957); presence of a locative phrase; presence of a temporal phrase; clause (main, subordinate, coordinated); clause type (positive, negative, interrogative); for possible priming or continuity; and whether the progressive in English in that same context would be obligatory, possible, or impossible. Once coding has been completed, statistical analysis will be conducted via Varbrul, with Participant and Verb as random factors.
Although coding is still in progress, preliminary data point to an answer to the first research question regarding the extent of the grammaticalization of the Present Progressive. 71% of the verbs in the Present Progressive are of the Activity lexical aspect, defined as dynamic, durative, and atelic. This is interpreted to mean that the Present Progressive is predominantly used to express progressive or continuous, not habitual, actions. As such, this preliminary data suggests that the grammaticalization of the Present Progressive into having a habitual function is, at best, in the very initial stages in Tucson. Once coding is completed and statistical analysis run via Varbrul, this study will contribute to the literature by measuring the extent of a grammaticalization process so that future studies on this variety can compare its progress, and by using variationist methods in order to determine the constraint hierarchy for comparison with other bilingual or contact varieties and determine if there is indeed a weakening of constraints conditioning the variation between simple Present and Present Progressive in Spanish.

A Corpus Study of Agreement Errors in L2 Writing: The Effect of Language Background
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It has been proposed that L2 learners heavily rely on their first language in writing in L2. For example, it was found in previous studies (Murakami, 2013; Murakami and Alexopoulou, 2015) that the accuracy order of English morphemes differed according to learners’ L1. On the other hand, others (Codor, 1982; Doughty and Long, 2003) claim that the errors produced by L2 learners are not due to their native language but reflect universal strategies. Number agreement, in particular, may be less sensitive to learners’ L1 because it involves plurality, which is a language-independent concept (Slobin, 1996). On this ground, this study investigates number agreement errors of L2 learners of English with different language backgrounds in TOEFL11. TOEFL11 is a corpus of 12,100 essays written during the TOEFL iBT independent writing task, divided into 1,100 essays for each of eleven language groups with low/medium/high score levels. Among these, six language groups were selected: three languages that have rich morphological system and have number agreement (Spanish, Arabic, and Hindi) and three languages that do not have such system (Chinese, Japanese and Korean).

Method/Procedure: Number agreement was analyzed in three domains: 1) determiner and noun, 2) number modifier and noun, and 3) subject and verb. First of all, the texts were classified based on writers’ nationality and score level. Then dependency trees were generated using Stanford Dependency Parser (de Marneffe et al., 2006). Three dependency relations (i.e. det, nummod, and nsubj) were chosen that correspond to each domain and the lexical items in the relations were tagged using Brown Corpus tag set. Finally, the number of mismatch between singularity/plurality of the specifier (determiner, number modifier and subject) and the head (noun and verb) was counted, so that a singular specifier-plural head was coded as “SG-PL” and a plural specifier-singular head was coded as “PL-SG”. The percentage of errors was calculated for each type. Statistical analysis was conducted for medium-score essays only, with Nationality and Type (SG-PL/PL-SG) as independent variables and error rates as a dependent variable.
**Result:** All six language groups showed a decrease in error rates as their score level increased, in determiner-noun and subject-verb domains. Also, regardless of learners’ L1, error rates were the highest in subject-verb domain, followed by determiner-noun and number modifier-noun domains. When classified by Type, error rates were higher for PL-SG type in determiner-noun and number modifier-noun domains, whereas SG-PL had higher error rates in subject-verb domain (Figure 1). Statistical analysis on the medium score essays revealed an advantage of having number agreement system in L1 for some domains, but not all (Figure 2). For example, Korean speakers made more SG-PL type errors than Hindi speakers in determiner-noun domain, and Chinese speakers made more SG-PL type errors than Spanish speakers in subject-verb domain. Nevertheless, the opposite pattern was also observed, where Hindi (in number modifier-noun and subject-verb domains) and Spanish (in subject-verb domain) speakers made more errors than Chinese and Japanese speakers.

**Discussion and Conclusion:** Some language universal tendencies were observed, while the advantage of having number agreement system in L1 was found in limited cases. Overall, the results suggest that the absence/presence of number agreement system in L1 is not an absolute predictor for L2 number agreement errors.

![Figure 1: Percentage of errors for each type and domain](image)

(SG-PL: singular specifier and plural head, PL-SG: plural specifier and singular head)
Using Principal Component Analysis to Simplify Eye-Tracking Models: A Meta-Analysis

Proposal

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Eye-tracking is a widely utilized psycholinguistic methodology for studying how people process language during reading. One of the strengths of eye-tracking lies in its multitude of dependent measures (reading times, dwell times, regression/rereading measures, etc.) which allow researchers to examine many different aspects of sentence reading from a single recording session. Linear mixed effects models (LMEs), the dominant statistical tests currently used in the field of psycholinguistics, are very good at eliminating confounds by implementing random effects structures into the model; however, they are still vulnerable to type I error just as formerly prevalent tests like ANOVA were. Despite fitting multiple models to the same dataset, researchers often do not perform any correction for type I error, and this is particularly troubling because of how highly correlated most of the dependent measures usually are in eye-tracking experiments. A potential solution to this issue would be to use principal component analysis (PCA) to reduce the dimensionality of all these dependent measures by transforming the original data into orthogonal components that still account for all the variance in the original data. The components that account for the majority of this variance (“principal components” or PCs) can then be used as dependent measures in models instead of the original, untransformed dependent variables. By identifying which PCs correlate with which original dependent variables, this technique may prove advantageous in avoiding type I error while retaining interpretability of
model results.

To test this, data from an eye-tracking experiment (Christianson & Zhou, Out for Review) investigating the role of positive/negative framing on body-image word reading were used to compare the original dependent measures using PCA. A PCA was performed on six variables (listed in sequential order during reading): first fixation duration, first pass dwell time, go-past time, total dwell time, and fixation count. The LME with the first PC as its dependent measure revealed the same significant effect as found in all the original data LMEs, and comparisons using marginal R2 as a goodness-of-fit measure for both types of LMEs revealed a better model fit for the PCA models than for any of the original data models. Further inspection of the PCA data revealed that a large portion of the variance was explained by the first two PCs (cumulative: PC1 = 51.58%, PC2 = 83.37%). Based on the correlations between PC values and the original dependent variables, the first PC may be indicative of initial processing while the second PC seems to represent eye movements later in processing.

These preliminary data are promising in that they present a method for reducing type I error rates of LMEs in eye-tracking studies. However, this work is very limited in its scope since only one experiment’s data has been used thus far. Additional work is needed to assess the reliability of these findings and to determine how additional eye-tracking measures not included in the current analysis would fit into a PCA.

**Figure 1. PCA Result**

![PCA Result](image)
This research presents a novel, production-based methodology for probing the relationship between non-standard orthography in social media and prosody. I demonstrate that the prosodic realization of the all caps pattern systematically includes higher volume as well as higher pitch and increased tempo. Although many people share the intuition that writing in all caps amounts to “yelling” (McSweeney 2018, McCulloch 2019), my data highlights the nuanced prosodic capabilities of non-standard orthography.

The small amount of analytic work done to date on the all caps orthographic pattern on CMC (computer mediated communication) typically relies on authors’ intuitions of its meaning. All caps is often associated with anger ("flaming"), but examples (2)-(3) (from Twitter) show that its actual meaning extends beyond this use. Some have proposed that it is a general emotive strengthener (Zappavigna 2012), which can explain examples (2)-(3) as well as (1). This explanation accounts for contexts of anger or excitement, but cannot account for the absence of all caps to indicate intense sadness or boredom (Heath 2018).

I propose that all caps does not directly encode meaning, but instead conveys prosodic features associated with higher states of emotive arousal. This approach rules out all caps for sadness and boredom: they are low-arousal emotions which cannot be heightened with increased F0 or intensity. Anger and excitement are high arousal and can be heightened in this way.

To investigate whether social media users systematically associate all caps text with prosodic
patterns, I recorded 20 people reading aloud 48 tweets either written in all caps or with standard capitalization (Figure 1). I used a linear mixed effects model to compare means and ranges of F0 and intensity across the two conditions.

I found that standard condition F0s were lower than all caps by 11.68 Hz ± 2.43 (p<0.5). and standard condition intensities were lower by 3.06 dB ± 0.55 (p<0.05). In other words, participants produced all caps text louder and with higher pitch. The intensity range was also lower in the standard condition by 1.69 dB ± 0.48 (p<0.05), indicating that the increased mean intensity in all caps was likely an increase in intensity peaks. By contrast, F0 range showed no significant difference (p=0.800), suggesting that the increased mean F0 reflects an overall upward shift of F0 rather than an increase of peak F0 height.

My results suggest that prosody is a critical element to understanding how the all caps pattern gets interpreted in CMC. I propose that readers notice deviation from expected orthographic form and assume it is informative. Prosody is a good candidate for this additional information: silent reading typically involves a mental “realization” of a text as if one were reading it out loud (“silent orality”, Soffer 2010). Standard English orthography has few explicit cues for prosodic realization, but CMC has begun to fill this gap. The all caps pattern is one of many similar orthographic patterns. My research sets the scene for further analysis of such patterns and an increased understanding of the role of prosody in silent reading.

Examples

(1) Anger: THERE ARE ALREADY LAWS ON THE BOOKS CONCERNING GUNS BUT THEY ARE NOT BEING ENFORCED! MORONS!
(2) Excitement: IM OFFICIALLY IN CALIFORNIA AND IT IS BEAUTIFUL
(3) Intense desire: I NEED TO DO THIS

Figure 1: Example all caps stimulus and standardized stimulus from production study

References


On the Role of Topic and Methodology: A Multi-Dimensional Analysis of Linguistic Variation in Research Articles
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Writing is an indispensable part of academic culture. A vast amount of corpus-based research has analyzed patterns of linguistic features in academic texts to establish a connection to textual functions. Towards recently, research analyzing linguistic features has recognized variation not only within the academic register, but also within sub-registers across disciplines. What this line of research implies is that to become a successful academic writer, one needs to be a discipline-specific writer. However, many have overlooked variation within disciplines. Most literature conclude with an implication that each discipline has its own way of making knowledge with distinctive linguistic characteristics, when, in fact, there are multiple factors that may also trigger linguistic variation within disciplines. The current paper is based on the already proven notions that published academic prose aims at making knowledge. This paper also acknowledges that variation across both sub-registers of academic writing and disciplines exists on the word and sentence levels. What haven’t been discussed and reported much are topics and research practices within a discipline as possible factors behind a researcher’s language choice. To explore this yet under-reached territory, this project probes into grammatical resources that might reflect linguistic variation, if there are any, between qualitative and quantitative research articles in one discipline. The articles are selected from recent issues of two scholarly journals with high impact scores. The data involves the total of 164,686 words. With the adaptation of Biber’s (1988) multi-dimensional (MD) analysis, the results show that linguistic variation in research writing might be influenced by both topics and methodology (See Appendix). While the overall trend of the dimension scores shows the similar pattern, there are some linguistic features that are more prone to indicate one topic area or one methodology. On Dimension 5 (abstract versus non-abstract information), the use of passives appears to be the factor that distinguishes one topic area from the other. On Dimension 1 (involved versus informational discourse), linguistic features with high impacts contributing to noun phrase complexity are more prominent in research articles that take quantitative approach, compared to the ones with qualitative paradigm. The findings denote that there exist differences that are noteworthy. Future
studies should consider including more data and running statistical analysis to verify whether topic and methodology in research articles deserve more attention and recognition as factors causing linguistic variation. One of Biber’s goals, during his research with MD analysis (1988), was to develop a comprehensive typology of written discourse in regards to their manipulation of linguistic features for functional purposes. Much has been done since, but the same line of concerns and questions are still being posed. For the last decades, scholarship has been able to upgrade the concept of academic writing, refine the sub-register notion, and recognize disciplinary variation. Perhaps it is time for the next phase to identify what else motivates a researcher’s linguistic choices in research writing.

Reference:


Chart 1. Dimension scores of articles from Sociology of Education (SE) and Child Development (CD)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>SE</th>
<th>CD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Informational versus Involved Production</td>
<td>-15.45</td>
<td>-15.25</td>
</tr>
<tr>
<td>2. Narrative versus Non-Narrative Concerns</td>
<td>-2.055</td>
<td>-2.535</td>
</tr>
<tr>
<td>3. Explicit versus Situation-Dependent Reference</td>
<td>7.205</td>
<td>7.095</td>
</tr>
<tr>
<td>4. Overt Expression of Persuasion</td>
<td>-3.135</td>
<td>-1.735</td>
</tr>
<tr>
<td>5. Abstract versus Non-Abstract Information</td>
<td>2.885</td>
<td>4.92</td>
</tr>
</tbody>
</table>

Chart 2. Dimension scores of research articles with qualitative method (QUAL) and quantitative method (QUANT)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>QUAL</th>
<th>QUANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Informational versus Involved Production</td>
<td>-12.155</td>
<td>-18.54</td>
</tr>
<tr>
<td>2. Narrative versus Non-Narrative Concerns</td>
<td>-1.585</td>
<td>-3.005</td>
</tr>
<tr>
<td>3. Explicit versus Situation-Dependent Reference</td>
<td>6.63</td>
<td>7.67</td>
</tr>
<tr>
<td>4. Overt Expression of Persuasion</td>
<td>-1.825</td>
<td>-3.045</td>
</tr>
<tr>
<td>5. Abstract versus Non-Abstract Information</td>
<td>3.45</td>
<td>4.355</td>
</tr>
</tbody>
</table>
American Sign Language (ASL) is genetically related to French Sign Language (LSF) (Lane, 1984 as cited in Bell, Harlow, & Starks, 2005, p. 272; NIDCD, 2017) and other scholars have identified language trees for other sign languages (Bell, Harlow, & Starks, 2005, p. 272). Given this, ASL may have other genetic links that are currently unknown. This paper is an exploratory study investigating whether ASL is genetically linked to German Sign Language (DGS). This link was investigated by comparing pronunciations/articulations of 20 basic signs and the manual alphabet in ASL and DGS using Mihalicek & Wilson (2011)’s suggestions regarding comparing languages for relatedness (p. 527). Final word comparison sample size was 20 words (out of a larger corpus) due to it being an exploratory study rather than an exhaustive attempt. Highly motivated signs (e.g. “I/you”) were ignored in the analysis to avoid claiming a link out of necessary production. Some motivated signs were kept (e.g. “hungry”) since differences were qualitatively significant.

Data was taken from 7 publicly available YouTube videos illustrating basic signs as well as several public website resources (e.g. NIDCD, 2017). Videos were selected based on signer fluency to avoid production fluency errors as well as sign “clarity”. Selected signs were kept “basic” to maintain generally clear language equivalents. The multiple videos and resources were used to cross-check some signs to help eliminate or highlight individual variance and “accent” to avoid coding disparity due to non-standard “production”. Phonological sign difference was determined using a 4 point scale. Differences were coded in terms of the 5 linguistics components in sign production: movement, location, orientation, handshape, and non-manual markers such as facial expressions (Mihalicek & Wilson, 2011, p. 81-87).

Results suggested that ASL and DGS manual alphabets were related and their production was closer to each other than they each were to LSF (See Seek the World, 2017, June 3). Quantitative results of the 20 basic signs found the majority of selected DGS signs were more different than similar to ASL counterparts, suggesting that any link may be further back. Qualitative analysis however yielded possible semantic ties even though “equivalents” were not exact. For example, the DGS sign “to live/dwell” resembled the same initial sign for ASL “Home”, and the same sign was used for DGS “mother” as ASL “girl”. These could indicate a possible “deletion” or “assimilation” as well as a misappropriation or new adoption of a meaning respectively.

Given the inconclusive results, more research is warranted. Disparate results could be due to a coding error and sample selection. Future studies should compare a larger sample size and look at specific word categories (e.g. slang) or semantic groupings for statistical and qualitative significance. In addition, one might also compare old ASL with old DGS and old FSL based on a previous study by Frishberg (1988) comparing old ASL with old FSL (p. 67-83).
This study investigates the effects of parallelism, either syntactic, semantic, or both, in sentence structure, on Chinese word segmentation. Unlike in an alphabetic writing system like English, word boundaries are often unclear in a monosyllabic writing system such as Chinese. That is, if asked the number of words in a phrase or a sentence, while there is often little or no disagreement in English, the answer may vary in Chinese since there are no explicit criteria that can truly define a Chinese word (Packard, 2000). For example, the ambiguous phrase 花生長 can be segmented in two ways, “花生 長” and “花 生長”. While the former means “peanut is long”, the latter means “flower grows” (Liu et al. 2013).

Depending on how one processes the linguistic information, the results of Chinese word segmentation may vary and lead to differences in meanings. Therefore, exploring potential word segmentation strategies of Chinese readers is particularly essential as there is no space indicating
word boundaries between characters in the Chinese writing system. Previous psycholinguistic studies suggest that the syntactic categories of the consecutive words (Liu et al. 2013), word frequency (Chen, 1999), and word structure (Peng and Chen, 2004) have significant effects on the word segmentation of Chinese readers.

While many factors that may lead to the inconsistencies in Chinese word segmentation have been examined, the main body of the literature investigated the phenomenon at the word-level (Liu et al. 2013 and Peng and Chen, 2004), instead of the sentence-level, which motivates the present study. For the word segmentation task, 30 sentences were obtained online and modified. Three conditions were compared in the task: 1) critical word in non-parallel structured sentences, (2) critical word in parallel structured sentences with a separable prime, and (3) critical word in parallel structured sentences with an inseparable prime (examples included in appendix). Participants were asked to segment the sentences into individual “words” by inserting a “/” between characters. After the word segmentation task, participants were asked to fill in a survey in Chinese regarding their meta-knowledge of “words”. For instance, do you agree that word composed with an adjective and a noun (e.g. small bed) should be segmented?

Preliminary results showed that (1) Chinese readers do not completely agree with the word segmentation rules even when asked explicitly and (2) the parallelism in sentence structures influences Chinese readers’ decision of “word” to a certain extent in the implicit word segmentation task. Disagreement rates of the items on the survey ranged from 0%-56%. Also, the linear mixed effect model revealed that there were significant effects of parallel structures with inseparable primes (i.e. condition 3), \( t(49.02, 4992.78) = -8.135, p < 0.01 \). A post-hoc test further showed that participants were more likely to treat the critical words as one unit in condition 3 than in condition 1, \( p < 0.01 \), and in condition 2, \( p < 0.01 \). However, there was no significant difference between condition 1 and condition 2, \( p = 0.247 \).

Appendix

(1) Sample Stimuli

Condition 1: Critical word in non-parallel structure

“每天都一起吃喝玩樂，呼朋引伴的是社會人。”

“Rowdies hang out with their friends; every day, they eat, drink, and have fun together”

Condition 2: Critical word in parallel structure with separable prime

“吟風詠月的是文化人，呼朋引伴的是社會人。”

“Educated people make poems of the wind and the moon; rowdies simply hang out with their friends”

Condition 3: Critical word in parallel structure with inseparable prime

“吟風詠月的是藝術家，呼朋引伴的是社會人。”

“Artists make poems of the wind and the moon; rowdies hang out with their friends”
(2) Preliminary Results

![Figure 1](image1.png)

![Figure 2](image2.png)

References


Contrastive Focus Capitalization: Nonstandard Usages of Capital Letters in Web-based English and their Capital-I Implications

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Like most languages using the Roman alphabet, English has an upper- and lowercase form of each letter and several interconnected patterns governing their use. This paper explores the ways
those patterns are changing in the age of the Internet and proposes a novel usage of sentence-internal capitalization called Contrastive Focus Capitalization (CFC). CFC mainly targets nouns and conveys a number of meanings related to legitimacy and givenness as well as drawing attention to the most prototypical or salient meaning as the intended one. This phenomenon is explored via analysis of a 2.2 million-word sample of GloWbE, the Corpus of Global Web-based English, consisting mainly of blog posts made by English speakers around the world. The related but distinct practice of capitalizing common nouns as if they were proper nouns is also discussed. It is found that the latter is more common, but both are used especially in American English. Observations are made about the scope and connotations of these forms of nonstandard capitalization and parallels are drawn to other, less orthography-dependent structures with similar meanings. These findings are then considered in the broader context of Internet-based language with the goal of examining the relationship between spoken language and written language in the Digital Age.

Attachment and Language Use in Donor-Conceived Adults’ Self-Narratives
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Assisted reproduction with donor gametes (i.e., eggs, sperm) entails the formation of new kinds of families, giving rise to new concepts such as “donor,” “social father,” and “social mother.” These ideas can be understood within an attachment theoretical framework. The present study examined whether individual differences in attachment predict language use in donor-conceived adults’ self-narratives. In particular, we focused on meaning-making (McAdams & McLean, 2013), in addition to three other aspects of written speech: Relational words (i.e., father, dad), non-relational words (i.e., donor, sperm), and “social” parent words that participants used to describe their donor conception experience. Data were collected from 488 donor-conceived people from the Donor Sibling Registry (DSR). Results indicated no association between attachment and meaning-making, nor relational and non-relational words. However, we found that people who were anxiously attached (with respect to their close relationships in general) were more likely to endorse the term “social” parent; those who were avoidant were less likely to use this terminology when writing about their donor conception experience. These results, combined with other exploratory findings, suggests that insecurely attached DC adults may construct their narrative identities differently than their secure counterparts.

A Study on the Diminutive Word tsā̂ in the Xianning Dialect
Xiaolong Lu
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Showing affection to small things is human nature. The word tsā̂ (basic meaning: child) is such a case which is commonly found in the Xianning dialect (southeastern Hubei, China). As a diminutive word, it is “among the grammatical primitives which seem to occur universally or
near-universally in world languages” (Jurafsky, 1996: 534). Wang (2007) in previous studies proposed that tsa42, functioned as both a noun and a nominal suffix, but the distribution of tsa42 in her data is limited and she failed to account for some uses in the Xianning dialect. Henceforth two research questions are raised: (1) What are the distributional patterns of the dialectal word tsa42 regarding its different functions in the Xianning dialect? (2) As a nominal suffix, how is tsa42 used as a diminutive marker in some expressions in the Xianning dialect?

My data is collected by conducting Mandarin Chinese interviews with native speakers of the Xianning dialect of different ages. I first listed the most common things including animate (child, animals, plants, etc.) and inanimate (clothing, transportation tools, geographic locations, time, etc.) objects, and then asked them to tell me how these things can be used with the word tsa42. Later I transcribed the recordings by adopting the phonological system in Wang (2007).

Two findings are: First, there are restrictions using the diminutive word tsa42 together with adjectives and nouns: some types of the simple adjectives can appear with the diminutive word tsa42, but the complex adjectives cannot. Some countable nouns related to huge and fierce animals, or large transportation equipment, etc., cannot co-occur with the diminutive word tsa42, as well as abstract nouns, collective nouns and proper nouns. Second, in contrast to Shi’s (2006) markedness and diminutive study, which explains that the diminutive suffix tsa42 can be widely used to highlight nouns denoting things of small sizes, the use of tsa42 in the data demonstrates that usually people perceive the size of objects as normal (neither small nor big). A revised Radial Category (Jurafsky, 1996) model helps account for different categorizations extended from the prototype “child” in terms of tsa42, from a synchronic perspective (see Figure 1 below). This case study could serve as a typological model for the analysis of other diminutive words in Chinese dialects and beyond.

Figure 1: The Extension of the Prototype in tsa42

Selected References
Kachru’s (1985) seminal work on World Englishes challenged naturalized assumptions regarding the hegemony of certain varieties of English and proposed a pluricentric approach to the study of English. While his ideals largely dominated applied linguistics work, it continues to show that ideals of monolingualism persist, as foreign accented English speech is perceived negatively by Native English Speakers (NES), the implication being that Non-native English Speakers (NNES) continues to be prejudiced against (Lippi-Green, 2012). A large body of literature on this work has shown that many international students studying in English-dominant countries (i.e., the U.S) attempt to emulate native-like patterns (Derwing, 2003; Gluszek & Dovidio, 2010; McCrocklin & Link, 2016). While the literature has mainly focused on international students originating from China, South America, and Eastern Europe, little work is known on Indonesian students. The US Department of State and the Institute of International Education in 2018 reported that the number of Indonesian students in the U.S ranked 19th among other countries (China, India, etc.), meaning that the presence of Indonesian students pursuing higher education in the US is quite large. The present study contributes to this body of research by investigating whether Indonesian students seek to emulate native-like speech patterns and the potential psychological and social factors that govern their linguistic choices.

A mix-methods research was employed to investigate Indonesian students’ perceptions on their own accented English speech. A total of 75 Indonesian students, currently studying in the US ranging from one to over four years, took a survey employed in McCrocklin and Link (2016) which consisted of 14 closed-ended questions regarding the perceptions of accent, attitude toward accent, perceptions of accent-shift based on 1-5 Likert scale (1=strongly disagree – 5=strongly agree). Additionally, 2 open-ended questions were included targeting their views of accented English and negative/positive experiences interacting with NES. The results of the survey were analyzed using descriptive statistics, and the qualitative data was analyzed using exploratory inductive analysis.

The quantitative findings demonstrated that although the majority of the participants recognize their salient Indonesian-accented English (M=3.76, SD=1.05), their desire to emulate native-like accent was extremely varied (M=3.65, SD = 1.10). Participants indexed uncertainty to construct an L2 social identity by means of accent-shift (M=2.69, SD=1.19). Further, qualitative results
indicated that psychological factors (i.e. self-confidence (high vs. low)) was associated with the stigma towards their foreign accents. Additionally, social factors examined such as NES respectfulness, awareness of different linguistic background, and belittlement of foreign accents contributed to participants’ perceptions of their accent. Together these findings demonstrated that self-confidence and NES depreciation factors contributed in Indonesian students’ decision to alter their accented speech that later indicated a subtle degree of accent discrimination toward Indonesian-accented English.

These findings are in line with previous findings on the importance of acquiring native accent (Derwing, 2003; McCrocklin & Link, 2016). Overall, the results suggest positive attitude toward accent, high interest of NES accent, and association of accent-shift after experiencing discrimination. Thus, this study provides further evidence in the consequences of accent discrimination in the US.

References


Seventy years of Thangal: Language change and preservation in a Northeast Indian tribe
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Hundreds of under-documented, under-resourced Tibeto-Burman languages exist in the region spreading from the Himalayas across Northeast India and into Myanmar. One such language is...
Thangal (Koirao), spoken by approximately 2500 people in the Northeast Indian state of Manipur (Thangmi 2012). Drawing primarily from firsthand fieldwork and personal communication, this paper presents some of the changes faced by the Thangal language community over the past 70 years and introduces current measures within the community to preserve the Thangal language.

Though the increasing prevalence of English and other widely spoken languages is common throughout the trans-Himalayan region, the effects have been particularly notable in the Thangal community. Members of the Thangal Naga tribe, as is frequently the case for those in tribes across Northeast India, have grown up multilingual, speaking local Naga or Kuki-Chin languages in the marketplace and speaking the state language of Manipuri in the capital city of Imphal, for example, in addition to their mother tongue (Haokip 2011, Post and Burling 2017). However, since the Thangal tribe’s conversion to Christianity approximately 70 years ago, local schools are largely English-medium. Now, with those in the under-45 demographic generally fluent in English, a certain linguistic shift has occurred within a single generation: Younger members, moving outside of the tribe to live and work elsewhere, are no longer surrounded by the sounds of Thangal on a daily basis. And yet, simultaneously, this language that mere decades ago was almost entirely spoken is now being used daily in personal WhatsApp groups that connect Thangals across the country.

As one of the smallest Naga tribes, and as one with a severely under-documented language, the Thangal community is acutely aware that its language and culture are at risk. From this, a multigenerational effort has emerged to combat these threats. The oldest members of the Thangal tribe remember life before the conversion to Christianity and the influx of English. The younger members recognize that they are not speaking Thangal the way they previously did—in fact, many do not even consider themselves to be “good” or “pure” speakers of the language—but that they have the ability to ensure their language is not lost. Thus, this paper both addresses challenges of language change and highlights efforts being made to preserve the Thangal language, including a dictionary project, ethnobotanical resource, and creation of a descriptive grammar.

References


Effects of Discourse-Level Instruction on the Use of L2 English Present Perfect in Research Reports

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This study investigates whether and how discourse-level instruction benefits L2 English learners in their use of the English present perfect (PP) in research reports. Discourse-level instruction is a type of instruction that shows “a cohesive and coherent text that includes more than one verb forms and that shows how one target tense is used in relation to other tenses” (Larsen-Freeman et al., 2002, p. 8). However, little empirical L2 research has addressed the effects of discourse-level instruction on the acquisition of tense-aspect forms, despite the benefits of such instruction over sentence-level instruction (i.e., independent of other semantically neighboring tenses). PP, one of the most difficult forms to acquire (Ellis, 2009), is chosen as the target structure, because its usage heavily relies on the surrounding temporal contextual information (due to its semantic overlap with the simple present (PR) and the simple past (PT)). PP has been found to be frequently used with atelic verbs by L2 English learners, especially in conjunction with durative adverbials in imperfective-denoting sentences (Uno, 2014). This is mainly because PP, which denotes current relevance, often generates the imperfective sense, and this semantic reading is often associated with atelic verbs. In perfective sentences with telic verbs without any durative adverbs, PP is more frequently replaced with PT. However, especially in research reports, PP is often used with telic verbs (e.g., Previous studies have found that ...) without temporal adverbials (Gunawardena, 1989) especially when discussing previous literature or introducing a general trend in a research community. Since PR and PT are also very frequent in this genre, it is crucial for L2 learners to know when to use each verb form.

This cross-sectional intervention study employs a quasi-experimental pre-post-delayed post test design with two experimental groups (discourse-level vs. sentence-level) and a control group. Twelve to fifteen ESL students of various L1s were recruited from each of the three intact sections of the same graduate-level ESL writing course (ESL511) at the UIUC. The intervention was done across two different days within one same week, each session lasting 30 minutes. The investigator conducted the intervention. The tasks for the three tests included one grammaticality judgement task (with PP denoting imperfective sense with telic verbs with the presence of PP-preferring temporal adverbials), one forced multiple choice task (with PP denoting perfective with telic verbs without PP-preferring temporal adverbials), and one fill-in-the-blank task (with PP denoting perfective with telic verbs without PP-preferring temporal adverbials); these tasks are presented with the increasing order of difficulty. The intervention material was a scientific research report from the Michigan Corpus of Upper-Level Student Papers. During the intervention, the discourse-level group read the research paper where PP telic verb predicates without temporal adverbials as well as the other two forms (PT and PR) were highlighted, while
the sentence-level group read only the sentences that contained those three target verb forms extracted from the same paper. A one-way ANOVA with repeated measures is employed to compare group differences. The results will be reported at the time of the Meeting.

References


A Female President, now!: A multimodal discourse analysis of Kamala Harris’ presidential announcement

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This presentation fits the conference theme Language across a Life Span by providing a Multimodal Discourse Analysis (Kress 2013, inter alia) and a Critical Discourse Analysis (Fairclough 2013, inter alia) of a television commercial of Kamala Harris, candidate for President of the United States of America. While Presidents change being the leader of the democratic world has not, therefore, the life span of the Office of the President of the United States should carry with it similar language. Language that will live past all Presidents which this commercial offers. In this commercial, Harris announces her candidacy, presenting affordances and meaning potential in her word choices. Some of these word choices convey the American experience across American history —truth, justice, decency, and equality have American presuppositions, meanings, and ideologies. Kress (1991) argues, “critical discourse analysis takes the view that the relationship between language and meaning is never arbitrary in that the choice of a particular genre or rhetorical strategy brings with it particular presuppositions, meanings, ideologies, and intentions.”

Analysis of this commercial indicates that linguistic patriotism can foster social action that contributes to the (re)construction of ideologies by variably encouraging (re)imagination, the rebirth of America’s core values. Halliday (2009) argues of how this and other commercials “highlights the importance of relating the analysis to specific social and historical events.” The word “Justice” has a very American connotation to it or democratic aspiration. This presentation
analyzes the explicit and implicit value of what it means to be American, a patriot, a citizen, democracy in today’s America. Moreover, this analysis finds a strategy of playing to a much larger audience, than Harris even realizes, as it speaks to our founding fathers’ truths.

Kamala Harris’s ad starts off with a colorful display of words. She is identifying herself to these words, hence her ideology is her reason to run for President. Then there is a long shot of her with an American flag in the background as she starts saying words. After five different words flash by, she begins describing those words by saying those words are not just words, but are our American values. Then the shot of her gets closer in depth with the American flag still visible in the background. She pounds her first in the air while saying "those values (words) are all on the line now."

Baldry and Thibault (2005) state the connections of parts of text are also connected to other items. This and other presidential hopefuls are acknowledging this very idea; through the part of their text (consequential, Justice, decency) that connect to our concept of democracy. If these words have lost their value in American ideology what linguistic presuppositions, or imagination of American core values are left?

**Controlling for Incremental Parsing Effects with Rapid Serial Visual Presentation**

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Ellipsis has been the subject of much research for decades since at least Ross [1969], because the results of such research have implications on how empty strings, or silence, can fit into compositional theories of syntax and semantics. There have been a number of papers and studies in the syntactic and psycholinguistic literature (Jayaseelan [1990], Chung et al. [1995], Lasnik [1999], Merchant [2001], [2004], [2008], Culicover and Jackendoff [2012], Yoshida et al. [2015], Kubota and Levine [2016], and Puthawala [2018] among others) that have attempted to determine the nature and quantity of information that exists relative to an ellipsis site. Psycholinguistic studies (such as Shapiro et al. [2003] and Martin and McElree [2008], [2011]) have used measures such as reaction time to make claims about the existence and complexity of such structures.

However it has become evident that meaningfully interpreting the results of such studies depends heavily on how ellipsis is assumed to be parsed. This has spurred recent investigations of this linking hypothesis, attempting to determine what kinds of cognitive and computational resources are required to parse ellipses, and thus providing a lens through which to interpret previous experimental results. For example, Arregui et al. [2006] models parsing as a serial incremental operation, with repair mechanisms required to deal with superficially ungrammatical elliptical strings. Kim et al. [2011] takes a completely different tack, suggesting that parsing is a parallel process, with the burden introduced by complexity falling on subsequent proof search. However with contradicting results, it is still very much an open question.
To meaningfully examine the problem of ellipsis from a psycholinguistic perspective, therefore, we must find a way to control for the parser, as these competing theories do not adequately control for incremental parsing effects that may garden path subjects towards or away from the parse being investigated. This study utilizes Rapid Serial Visual Presentation (RSVP) to do just this by showing stimuli to subjects at a rate of 11 words per second, which is slow enough for visual recognition of words and lexical activation, but too quick for parsing. The subject can only parse the string of words they have been shown once a long enough pause has been introduced, as evidenced by such effects as repetition and reordering blindness (G. Kanwisher [1987], Bavelier and Potter [1992]). This technique allows the experimenter to artificially determine at what point in the presentation of a string a subject will have the opportunity to parse it.

Through a series of timed decision task experiments involving ambiguous and elliptical sentences, I show how subjects’ preferred readings can be manipulated through the use of RSVP to determine when they have the opportunity to parse a string of words. This suggests answers to several important questions related to study of psycholinguistic phenomena on the interface of syntax and semantics. It also offers a new way to test the predictions of certain static semantic theories in an otherwise inherently dynamic context, as the front-loading of stimuli and pausing of RSVP also functions to allow only snapshot, rather than incremental, parsing. Similarly, this technique may prove useful for simulating focus prosody in a visual presentation format.

References


As more women have become active in traditionally male sectors of the workforce, languages with gender marking have been faced with the accompanying need for feminine professional titles for these occupations. Historically, academic discussion of the subject in Polish, which has morpho-syntactic gender marking, has focused primarily on the linguistic theory behind the phenomenon. This has begun to change in recent years, with the appearance of more empirical studies of word-formation and usage by contemporary speakers. The majority of these studies have been conducted on the appearance of feminine professional titles in the press. However, there remains a gap in the literature regarding usage of feminine professional titles in less formal registers, such as social media. The goal of this project is to investigate the competing strategies of feminine professional title formation and their productivity in contemporary standard Polish. I seek to address the morphological, phonological, and semantic motivators in the success of competing variants in the creation of feminine professional titles. I begin with a thorough review of the existing literature on the subject, both theoretical and empirical, spanning a period of roughly one hundred years. I then define the morphological processes taking place to create new feminine forms in contemporary standard Polish. Finally, I report the results of a study, in which, by building a corpus of data from a range of digital sources, I seek to quantify how and how often feminine professional titles, both new and lexicalized, are actually used in contemporary standard Polish. My corpus has developed based on the idea that due to the morpho-syntactic complexities and additional semantic values encoded in most Polish feminine suffixes, there would be differing levels of usage and acceptance depending on the formality register of the context. For this reason, I collected data from three online sources, which I believe are conducive to different formality registers and likely to contain feminine forms of occupational titles (informal –Twitter, semi-formal – Wysokie Obcasy (‘High Heels’) women’s magazine, formal – necrologies). This data is then analyzed for what forms appear (types), with what frequency (tokens), and in what contexts. At this stage, my analysis has focused on identifying and comparing usage at informal (Twitter) and formal (necrologies) extremes of the formality register. Preliminary results indicate an ongoing gradual shift in Poland towards wider acceptance of some variants of both morphological and morpho-syntactic feminizations, with considerable potential for further research as the phenomenon continues to follow the trends of an ever-evolving social landscape.

The literature on the semantics of epistemic modals features two familiar problems. Call these Modal Disagreement and Epistemic Contradiction. Modal Disagreement is typically posed as a
problem for classical contextualism about epistemic modals, and rehearsed in MacFarlane 2011. Consider:

**Scenario:** Paul’s Plan  
**Context:** Paul has planted a bug in Vladimir’s quarters. Paul is secretly listening in on the conversation between Vladimir and Piter. Piter is reporting to Vladimir about Paul, who was supposed to have been killed by Vladimir’s men.

(1)  
a. Vladimir: What of the Dukeling, the child Paul, my dear Piter?  
b. Piter: No sign, m’Lord, but there was a worm. Perhaps it’s as we wished — an accident. It is possible that he is no more.  
c. Vladimir: We do not deal in possibilities, Piter.

Paul knows that he, himself, is not dead, and that his enemy is in some important sense mistaken in his belief that he might be. We can quite plausibly say that Paul disagrees with Piter, and more specifically, that he disagrees with Piter because of his utterance of the emboldened portion of (1b). Problems arise when we consider the contextualist semantics for epistemic modals, which treats the truth-conditions for epistemically modalized sentences as follows:

A sentence of the form ♦eφ is true iff the salient body of knowledge I is consistent with φ. Contextualism is so called because the value of I is contextually supplied. The problem, however, is that it is especially difficult to give a plausible candidate for I in the scenario above. Suppose, for instance, that the salient body of information is Piter’s. It would follow that (1b) in context means something like:

(1b0 ) It is consistent with what I (Piter) know that Paul is dead. The trouble here is that (1b0) is perfectly consistent with the proposition that Paul is alive. Indeed, Paul himself can and does believe both that Piter believes he might be dead and that he, himself, isn’t dead, with neither error nor difficulty. If we grant that disagreement is grounded in inconsistency, then it is left unexplained how Paul can disagree with Piter. The same story goes if we instead assume that I include the combined knowledge of both Piter and Vladimir. To get around the problem the contextualist would have to claim, implausibly, that the salient body of information included Paul all along. This does not seem to be correct given the assumption that Piter knows what he means. Accordingly, it is argued that there is no traditional contextualist position which can provide a plausible value for I while also explaining how Paul can disagree with Piter. The challenge, more broadly, is to provide a semantics for epistemic modals, that does not suffer from these difficulties.

The problem of Epistemic Contradiction has to do with the infelicity of utterances of the form ♦eφ ∧ ¬φ. For instance:

(2) It might be raining and it isn’t raining.

Call sentences of this form epistemic contradictions. These, unlike Moore paradoxical sentences, project their infelicity when embedded under conditionals, attitudes verbs, and suppositions. This
suggests that their infelicity is best explained semantically rather than pragmatically. However, we cannot say that the conjuncts $\Diamond \neg \phi$ and $\neg \phi$ are inconsistent, because it would immediately follow that $\Diamond \neg \phi \land \phi$, making epistemic modals factive. The demand then, is to explain the tension that exists within epistemic contradictions, without appeal to Moore paradoxes or classical inconsistency.

Yalcin 2007 proposes a pragmatic expressivist solution to the problem of Epistemic Contradiction, while MacFarlane 2011 provides a relativist solution to the puzzle of Modal Disagreement. However, the relativist solution to the puzzle of Modal Disagreement cannot explain or predict the infelicity of Epistemic Contradictions, and the expressivist solution to the problem of Epistemic Contradiction is not able to explain cases of Modal Disagreement. This is odd, especially given the similarity of the puzzles. Each puzzle involves some tension between a formula of the form $\neg \phi$ and its epistemically modalized negation, of the form $\Diamond \neg \phi$. In each case there is pressure to explain this tension in terms of inconsistency, but this option is blocked on pain of the factivity of “might”. This tension is present regardless of the lexical company they keep or whose mouth they come from, so we should expect a unified solution. This is not what we observe.

In the associated paper I provide a novel dynamic semantics which aims to provide such a unified solution that is able to predict and explain cases of Modal Disagreement as well as cases of Epistemic Contradiction. This is achieved by appeal to Starr 2016’s notion of Dynamic Inconsistency which is intended to capture the inconsistency of processes, rather than contents. The resulting semantics, I argue, enjoys greater theoretical conservativity and empirical adequacy over the expressivist and relativist competition. Crucially, the semantics 1) is dynamic, and 2) does not treat “might” locutions as descriptive, e.g. they do not express propositions. I conclude by gesturing at how such a framework can be marshalled towards explaining other cases of disagreement that involve expressions that are not canonically taken to express propositions, e.g. interrogatives and imperatives.

**Comparing the syntax of spoken and signed language: Declaratives, interrogatives and negation in Arabic and an Iranian homesign**

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Homesigns are defined as “systems of gestural communication, typically limited to a single family household and the few other communication partners of a single deaf individual” (Coppola & Senghas, 2010, p. 546). Research has shown that spoken language(s) surrounding a sign language might strongly influence the development of various components of homesign systems (Meir, Sandler, Padden, & Aronoff, 2010). The current study compared the syntax of spoken Mesopotamian Arabic and that of an Iranian homesign system, which started developing around sixty years ago after an individual completely lost his hearing in his early twenties. Due to lack of access to deaf education, the other family members, all hearing, had to communicate with this deaf individual through gesturing. Over an extended period of time, this gestural
communication system developed into a homesign. This provides an opportunity to determine if the syntax of this homesign reflects that of the spoken language (i.e., Arabic), and if so, to what extent. To this end, three syntactic structures were compared in both languages: declaratives, wh-questions and negation. The data were elicited from a native signer of both languages who separately spoke and signed the same sentences. The results indicated that the homesign generally matched the main word order in declaratives (i.e., SVO) and displayed both wh-fronting and wh in situ in content interrogatives (i.e., wh-questions) like the spoken Arabic dialect. Signed negatives, however, differed from their spoken counterparts in that the homesign’s negation always appeared postverbally (e.g., HE EAT NOT ‘He didn’t eat’), whereas in spoken Arabic, negation appeared preverbally (e.g., He not eat ‘He didn’t eat’). Thus, while two syntactic structures of this homesign (i.e., declaratives and content interrogatives) resemble their spoken versions, the other structure (i.e., negation) seems to have developed independently of the spoken language. This indicates that, despite the shared knowledge and use among all users of the homesign of the Arabic dialect, the homesign system is not itself merely a form of signed Arabic or sign-supported speech. It has in fact developed some syntax of its own, namely how it forms negation. Such observations can provide insight into the possible evolution of newly emerging sign languages.

Examples:

**Ex. 1: Declarative:**

*Spoken:* Miʃæ li-ʃ-ʃʊɣ iliyom.
Go-PST.3SG(M) to.PREP the-ART work today.

‘He went to work today.’

*Signed:* IX-3 MISHA LI-SH-SHUGHUL ILYOM.
HE GO WORK TODAY.

‘He went to work today.’

**Ex. 2: WH-Question:**

*Spoken:* Wyiæn mishæ ilyom?
Where go-PST.3SG(M) today?

*Signed:* WYIAN MISHA ILYOM?
WHERE GO TODAY?

‘Where did he go today?’

**Ex. 3: Negation**

*Declarative:*

*Spoken:* Kælæ ilbarhæ.
Eat-PST.3SG(M) last night.

‘He ate last night.’
"I felt more at ease,": How social virtual reality impacts L2 French learners’ anxiety and oral production
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Students currently entering university foreign language classrooms make up Generation Z (i.e., born after 1995). These digital natives are important when it comes to Computer Assisted Language Learning research (CALL), as they have been found to prefer online over face-to-face communication (Seemiller & Grace, 2015). Immersive virtual reality technologies offer the possibility to bridge the gap between this preference and interpersonal speaking skills that foreign language learners need to develop to communicate.

Previous research has found immersive virtual technology to reduce foreign language anxiety (Melchor-Couto, 2016 & 2018; Mroz, 2015; Wehner, Gump, & Downey, 2011). However, although studies have examined the potential of virtual worlds, using innovative virtual reality (VR) headsets to reduce anxiety has yet to be explored. This mixed methods study addresses this research gap by investigating whether and how employing VR headsets in instruction influences language anxiety and oral production. It explores the impact of the social VR application VTime on anxiety and comprehensibility, intelligibility, and fluency of 28 (N = 28) intermediate French learners enrolled in a university oral expressions course designed to improve proficiency.

A language background questionnaire and foreign language anxiety questionnaire served to establish participants’ baseline. Participants then engaged in 4 comparable three-way peer-to-peer interpersonal speaking consensus building tasks over an 8-week period: 2 in VR and 2 in the classroom. All tasks were audio-recorded, and VR tasks were video-recorded. Immediately following each task, all participants self-assessed their anxiety level experienced using an anxiety questionnaire. Moreover, addressing Teimouri, Goetze, & Plonsky’s (2019) call to complement subjective self-reported anxiety data with objective physiological measures, salivary
cortisol levels and heart rate data were collected from a sub-sample of 6 participants during all sessions. This sub-sample was chosen using participants’ baseline anxiety scores in order to target those who experience either above or below-average anxiety. Upon completing the study, participants responded to open-ended questions targeting their opinions regarding VR.

Results will highlight whether and how VR environments impact anxiety, and how comprehensibility, intelligibility, and fluency vary according to environment and anxiety level. Moreover, qualitative responses will provide insight into the factors that influence participants’ anxiety in a virtual setting and into participants’ perceptions regarding the affordances of immersive technologies for language learning.

**Linguistic Constructions of Agency in the Grassroots Political Movement**

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Leading up to his eventually successful campaign for the French presidency, Emmanuel Macron founded and quickly expanded his own political party La République En Marche, which presently has accumulated about 412,000 supporters since its founding in 2016 (‘La carte des comités’, 2019). Over the course of a campaign year, Macron’s En Marche! penetrated the French political system and furthermore boxed out the two traditionally dominant parties that vie for the presidency by recruiting conventional supporters from these camps.

The presented study explores Macron’s employment of clusivity in his campaign speeches as constructing the presentation of himself and En Marche that contributed to his extraordinary and rapid rise of popularity among French voters. Drawing on a methodological framework based on van Dijk’s (2002) sociocognitive approach to Critical Discourse Analysis as well as Goffman’s (1979) meditation on footing as expanded by Levinson (1986), this study examines a corpus of Macron’s campaign speeches in French cities of various socioeconomic and political importance. This study anchors itself in the distribution and patterning of first and second pronouns as a method of restructuring and negotiating participant frameworks (Wortham, 1996) and realigning conventionally opposing political and nationalist ideologies among En Marche supporters.

The preliminary findings of this analysis identify discursive structures that reconfigure group identity in a grassroots political movement such as En Marche. They indicate that Macron’s discursive techniques shy away from polarizing strategies typical of political discourse, specifically the “Us and Them” identity structure. Moreover, Macron parallels the agency of his supporters with the national collective by employing layered manipulation of inclusive and exclusive ‘we’ structures, further establishing his identity as an unconventional presidential candidate without resorting to dependence on a unifying disdain for an opposing candidate or “Other” that threatens the prosperity of France.

These clusivity structures shed light on the process by which the leader of a new political party appeals to the already established ideologies held by voters in a political system. Interim
conclusions of this project further explore Macron’s linguistic footing with consideration for theories on linguistic power dynamics and structures of dominance in critical analyses of political discourse (van Dijk, 1993; Wodak 2009) in order to connect his structuring of group membership in En Marche with domestic and continental images of France as a significant political force.

Suicide Markers in Online Communication: A case Study of Grad Student's Writing
Tetiana Tytko
Ohio University

According to the American Psychiatric Association (as cited in Weir, 2019), suicide is the second leading cause of death among the youth and the fourth leading cause of death among the people who reached the age of 35 in the U.S. For these reasons, the language of suicide notes (SN) has been extensively analyzed recently by the researchers in many fields. The linguistic features of SN were compared to fake SN and ordinary letters (Osgood & Walker, 1959), suicide posts (Barnes, Lawal-Solarin, & Lester, 2007), and letters, diaries, and reports (Baddeley, Daniel, & Pennebaker, 2011). However, the real focus should be on determining suicide warning signs in one’s writing prior to the final SN. In contemporary digitalized world, text messages to family and friends can be an excellent illustration of the informal register and serve as evidence of the actual emotional state a person experiences at the time of sending a text (Xie & Kang, 2015). Thus, using corpus-based analysis, this research investigated the linguistic features of genuine suicide notes present in the online communication of the suicidal person before the suicide attempt and determined common themes and topics discussed in these text messages. The participant of this study was a female graduate student in the public university who had attempted suicide and in the past year voluntarily committed herself for psychiatric treatment. Here personal correspondence was analyzed over the course of five months. Two corpora, September (when she self-reported no suicide thoughts) and January (when she attempted suicide), of 10,000 words were studied using the following measures: Osgood’s (1957) allness/absolute terms, Al-Mosaiwi and Johnstone’s (2018) list of negative emotion words, and English pronouns. To find the frequencies of the above-mentioned measures in each corpus, AnctConc was used as the concordancer. Also, the Linguistic Inquiry and Word Count (LIWC) program (Pennebaker, Booth, & Francis, 2001) was utilized to categorize a person's emotional and psychological states as well as to track the change of the parts of speech use. The findings indicate that the number of allness terms was significantly higher in the January corpus, whereas the first person singular pronouns were equally used in both corpora, which contradicts the previous research findings. Further, the January corpus contained more words of positive evaluation, and considerably less negative emotion words that again were not aligned with the hypothesis. In fact, the discourse analysis of the participants electronic messages demonstrated the equal quotient themes connected to blame discussed in both corpora, such as complains about her dad, boyfriend, boyfriend’s parents, school, and friends. Also, in her texts she complained to her best friend how lonely, hopeless, and tired of life she would feel. The results of this study show that personal writing can reflect people’s emotional and mental states better than they think as the analysis of the texts revealed that themes discussed before the
suicide attempt were present even five months before, which contradicts the participant’s self-report.

**Identity between Promotion and Demotion: A corpus-based Analysis of Identity Markers in Research Articles**

Pouya Valkili and Reda Mohammad

*Illinois State University*

In the past few years, many scholars in the field of (applied) linguistics and education argue that an individual might have multiple identities that are not given or defined, but rather “contested and negotiated through social interaction.” (Shin 2017:98)\(^1\) Moreover, most identity research discusses how identities are fluid in ways that allow language scholars and researchers to negotiate and re-construct them in speech/writing. Speakers and writers use linguistic forms that help them adapt their identities in certain contexts with various purposes. For example, Canagarajah (2016)\(^2\) finds “appropriation” as a means for identity negotiation. However, some composition instructors, following prescriptive approaches to grammar, expect writers to avoid using first person singular pronouns and passive voice in research papers and most academic writings. By considering academic research articles, a genre that entails an indirect social interaction between authors and potential readers, this paper explores how writers use language to demote or promote their scholarly and linguistic identities in their writings. We specifically focus on the use of first person pronouns in the subjective, objective, and possessive cases, identity demoting passive voice, but also other lexical items (such as the researcher(s), the author(s), etc.) and analyze how these, if used, show an identity demotion or promotion strategies.

This paper uses a small corpus consisting of thirty articles collected from four linguistics and education related journals published nationally and internationally during the recent five years with a focus on Abstract, Discussion, Results and Conclusion sections of these papers. Adopting qualitative and descriptive linguistic approaches, this corpus is reviewed for the frequency of the linguistic features (personal pronouns, passive voice and other identity-marking features) to show how authors’ identities are being conditioned.

In this analysis, we observe that the use of personal pronouns and identity markers is socially-contextually conditioned and features of genre variation. The results indicate that researchers show a gradual tendency towards using lexical and linguistic forms that promote their scholarly identities and establish solidarity with their fellow scholars in their academic disciplines. On the other hand, other researchers while demoting their individualized scholarly identities, still minimally use pluralized identity markers in solidarity-building contexts with their potential readers. Therefore, their identities are promoted when their imagined readers are invited to share the authors’ claims/thoughts.

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The results of this research will benefit teachers of graduate students of (applied) linguistics in designing teaching materials that highlight how identity markers are used and in developing students’ research reading and writing. It will also benefit ESL & EFL learners in providing them with the means necessary for learning the mechanics of academic writing to negotiate their own identities.

**Stylistic and real-time dimensions of glottalization in Wisconsin English**

Charlotte Vanhecke  
*University of Wisconsin-Madison*

While /t/-glottalization has been a well-attested phenomenon since the 1940s, few studies have described its specific patterns of variation and change in American English. The present study is the first to track real-time changes in /t/-glottalization and its stylistic implications, using historical data from Wisconsin English speakers.

Trager (1942) recorded [ʔ] as an allophone of /t/ in American English, and proposed that where there is free variation, the glottal stop is associated with more formality. In more recent work on the distribution of word-final glottalized /t/, Eddington and Taylor (2009) attested the highest glottalization rates in young female speakers, suggesting a change in progress. Following Labov (1972), they noted that there does not appear to be any stigma associated with glottalization, as speakers produced very high rates of glottalization in a reading task, where we might expect avoidance of stigmatized features.

This study differs from other work on glottalization in crucial ways:

1. My primary data include historical recordings from the Wisconsin English Language Survey (WELS) conducted in the 1950s and new material collected in 2018. Each dataset includes a reading task and a portion of casual conversational speech, allowing us to draw conclusions about the stylistic implications of /t/-glottalization. In addition, using historical data exposes real-time patterns of change, both in glottalization rates and in the social and stylistic associations.

2. Using both impressionistic and acoustic analysis with Praat, I provide a finer-grained analysis of glottalized /t/ which distinguishes between glottal stop [ʔ] and a further stage of lenition where a longer period of laryngealization (creak) on the preceding vowel or nasal [V̰] compensates for the absence of a discernible closure (Holmstrom et al., 2019). Awareness of this additional stage in the lenition process can shed light on patterns of variation and change that might otherwise be obscured.

Figure 1 on the following page shows average glottalization rates per style and speaker category, whereas Table 1 shows glottalization and deletion rates as a percentage of the total number of tokens. These results corroborate earlier claims that glottalization is steadily spreading in American English, as the 2018 data consistently show higher glottalization rates than the 1950s.
WELS data across both speech styles.

Interpretation of speech style variation is less straightforward. Preliminary results show marked stylistic differences in glottalization rates between the reading task and conversational speech for most speakers, but the precise patterning is highly idiosyncratic. In the WELS data, slightly higher lenition rates in the reading task compared to the conversation confirm Eddington and Taylor’s intuition that glottalization carries no stigma. The numbers also suggest that glottalization signalled formality in the 1950s, echoing Trager’s (1942) findings. The general trend among younger speakers appears to be a shift within the broader glottalization category, where glottal stops regain ground over laryngealized vowels/nasals in conversational speech styles, while overall glottalization rates remain constant. The closer phonetic analysis and real-time diachronic perspective of this study improve our understanding of glottalization in American English.

Figure 1. Average rates for glottal stop, laryngealization and deletion per age group and speech style.

<table>
<thead>
<tr>
<th></th>
<th>Glottal stop</th>
<th>Laryngealization</th>
<th>Deletion</th>
<th>Total Lenition</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELS reading</td>
<td>15.1</td>
<td>5.4</td>
<td>2.9</td>
<td>23.4</td>
</tr>
<tr>
<td>WELS conv.</td>
<td>9.4</td>
<td>1.6</td>
<td>3.1</td>
<td>14.1</td>
</tr>
<tr>
<td>2018 reading</td>
<td>13.6</td>
<td>24.4</td>
<td>5.8</td>
<td>43.8</td>
</tr>
<tr>
<td>2018 conv.</td>
<td>24.5</td>
<td>11.7</td>
<td>14.1</td>
<td>50.3</td>
</tr>
</tbody>
</table>

Table 1. Glottal stop, laryngealization and deletion as % of total tokens

References

The role of morphology and individual differences in the processing of regular and irregular verbs by native English speakers
Delaney Wilson, Alison Gabriele, and Robert Fiorentino
University of Kansas

Increasing evidence suggests that morphemes are utilized in word recognition (e.g., Rastle et al., 2004), but the extent to which decomposition extends to domains such as irregular inflection remains unclear. To address this, we examined the morphological processing of regular and irregular verbs; we also tested several individual difference measures in order to see what skills may modulate processing in the verbal domain.

Since regular verbs have a transparent mapping between orthography and morphological structure while irregular verbs do not, this domain provides a test case to examine whether all complex words undergo morphological decomposition (in line with the full-decomposition view; e.g. Stockall & Marantz, 2006) or whether decomposition is limited to complex words whose constituent structure is evident in the word’s orthographic form (in line with the dual-route model; e.g. Pinker & Prince, 1991). Some studies suggest that both regular and irregular verbs are processed similarly (e.g. Morris & Stockall, 2012 EEG results); others suggest that there are processing differences (e.g. Rastle et al., 2015). Previous research has also shown that individual variation in a range of skills can modulate morphological decomposition; for example, Andrews & Lo (2013) found that decomposition is subject to individual differences in vocabulary and spelling. Also, Medeiros and Duñabeitia (2016) found more robust decomposition effects for slower readers, arguing that slower readers may be better able to access morphological representations. However, no study to our knowledge has examined whether similar abilities modulate processing in the verbal domain.

We examined whether regular and irregular verbs are processed similarly and whether any individual differences modulate processing. Native English speakers (N=51) completed a masked priming experiment focusing on regular and irregular verbs. Stimuli consisted of 144 targets (see Table 1); each was paired with a related prime (e.g. walked-WALK) and an unrelated prime (e.g. played-WALK). Orthographic (e.g. sick-SOCK) and semantic conditions (e.g. phoned- CALL) were included to see whether priming effects in the morphological conditions could be dissociated from orthographic or semantic effects. The stimuli were
controlled for a number of factors (e.g., log frequency, prime-target overlap) and were divided into two lists such that participants saw each target once. Participants were asked to decide as quickly and accurately as possible whether the target was a real word or not. 144 nonwords were included to yield a 1:1 word-to-nonword ratio. Participants also completed tasks assessing vocabulary knowledge, spelling ability, reading speed, print exposure, and morphological awareness.

Results showed significant and equivalent priming for regular and irregular verbs (see Figure 1), consistent with full-decomposition approaches (e.g. Stockall & Marantz, 2006). Priming effects were not found in the orthographic or semantic control conditions, demonstrating that the effects are morphological in nature and cannot be attributed to shared form or meaning. Only reading speed was shown to modulate priming effects in the morphological conditions, suggesting that slower readers may be better able to access morphological units during processing, in line with Medeiros & Duñabeitia (2016). Our findings suggest that morphological decomposition extends to irregular verbs and is subject to individual variation.

Table 1: Summary of conditions

<table>
<thead>
<tr>
<th>Regular</th>
<th>Irregular</th>
<th>Semantic</th>
<th>Orthographic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related</td>
<td>Unrelated</td>
<td>Related</td>
<td>Unrelated</td>
</tr>
<tr>
<td>walked-WALK</td>
<td>chewed-WALK</td>
<td>taught-TEACH</td>
<td>related-SICK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>forbade-TEACH</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>phoned-CALL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>fitted-CALL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sock-SICK</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>tame-SICK</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1: Reaction times by Condition.
Does a nouns-bias in children’s vocabulary acquisition exist across languages of the world?

Shannon Yee
Wayne State University

Do children around the world all acquire the same types of words in the same order? Research has shown that English- and French-speaking children show a noun-category bias in learning novel words (Waxman, Senghas & Benveniste, 1997) and that early production strongly favors nouns over verbs (Nelson, 1973). However, evidence is mixed regarding a noun bias for children acquiring Korean or Chinese (Tardif, 1996; Chang-Song & Pae, 2015). A variety of factors, such as morphology, saliency and frequency in the input could impact the acquisition of nouns in comparison to verbs in these languages in particular. I compare the vocabulary acquisition of English-speaking and French-speaking children to that of Mandarin-speaking and Korean-speaking children using the online children’s vocabulary learning database on Stanford University’s Wordbank.

Using this cross-linguistic information regarding the production of noun words and verb words in the above-mentioned four languages, I determine which words are known by most children (more than 50%) at the ages of 16-months, 19-months and 22-months. Interestingly, at 16 months of age, when the children have a vocabulary of less than 50 words, the analysis shows no clear bias in the types of words being acquired for any of these languages. Still, the data for the older age groups confirms previous research showing a strong noun bias in vocabulary acquisition for English-speaking and French-speaking children. However, the results for Mandarin- and Korean-speaker toddlers do not show a clear cross-linguistic noun bias in vocabulary acquisition.

References


In the 21st century, more people get news by swiping the screens of their tablets, cellphones or laptops instead of flipping the pages of printed newspapers. By the end of 2017, more than 85% adults in the U.S. got news on their mobile devices, up from 72% in 2016 (Bialik & Masta, 2017). Online news has been developing its own features (Tremayne, 2004; Maidel et al., 2008), and these features have influenced both the way people produce and consume news: many readers focus more on the convenience and personalization of news, and online journalists believe the “ideas of speed and immediacy, hypertext and multimedia” are becoming more important than the “traditional roles of journalism, such as gate keeping and agenda-setting” (Tremayne, 2004; as cited in Mitchelstein & Boczkowski, 2009, p. 243). These indicated that the purpose of news reportage in general may have shifted, which could cause changes in the genre of news writing. In this study, I investigated the linguistic implications of these changes.

In my presentation, I will explore two major research questions: 1) To what extend are the syntactic features of online news similar to or distinctive from features of printed news/spoken news? 2) How has news reporting genre in general absorbed a preference towards a more involved and interactive style? In order to answer the above questions, I conducted a corpus-based analysis with 8 virtual corpora (see Table 1) created within the Brigham Young University (BYU) Corpora, and examined a selection of 19 syntactic features according to the framework of Multi-dimensional (MD) Analysis, a register analysis model proposed by Biber (1988). The results (see Table 2) indicate that online news is not a hybrid register of printed news and spoken news – it has its unique linguistic patterns – a higher frequency of indefinite pronouns, conditionals, possibility modals and private verbs compared to both spoken and printed news, and a lower frequency of general hedges, demonstrative pronouns and discourse particles. Evidence from this study also indicates that news reporting in general is shifting towards a more involved and interactive style, which has been referred as “drift” of written registers toward more “oral” styles (Biber & Finegan, 1989), “informalization” (Fairclough, 1992), or “colloquialization” (Hundt & Mair, 1999).

The findings provide insights and directions for future research in the field of corpus-based register analysis. First, online news should not be simply viewed as written news that are published online, it is distinguished from traditional printed news and spoken news regarding syntactic features, communicative purposes and target audiences. Second, since it has its unique
syntactic features and communicative purposes, further studies should focus on examining how online news as a unique register has an impact on the consumption of news (i.e.: the way people read news) and the production of language used in news writing in general. Overall, the study calls into question the traditional written-spoken dichotomy in linguistic research, while adding to our understanding of how situations parameters are related to linguistic features.

Table 1: Virtual corpora created within COCA, COHA and CORE

<table>
<thead>
<tr>
<th>Types of News</th>
<th>Virtual Corpora</th>
<th># of Texts</th>
<th># of Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online news (2014-2017)</td>
<td>Huffington Post (CORE)</td>
<td>89</td>
<td>141,929</td>
</tr>
<tr>
<td></td>
<td>Yahoo (CORE)</td>
<td>30</td>
<td>33,343</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>119</strong></td>
<td><strong>175,272</strong></td>
</tr>
<tr>
<td></td>
<td>USA Today (COCA)</td>
<td>588</td>
<td>840,757</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1188</strong></td>
<td><strong>1,674,000</strong></td>
</tr>
<tr>
<td></td>
<td>CNN News (COCA)</td>
<td>77</td>
<td>538,396</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>99</strong></td>
<td><strong>733,793</strong></td>
</tr>
<tr>
<td></td>
<td>USA Today (COHA)</td>
<td>117</td>
<td>168,992</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>253</strong></td>
<td><strong>408,253</strong></td>
</tr>
</tbody>
</table>

Table 2: The relative frequency of the 19 target syntax constructions in written and spoken news compared to online news
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABUGABER-BOWMAN, David</td>
<td>Thinking (about grammar), fast and slow: Exploring per-learner variability via analysis methods from cognitive psychology</td>
<td>Saturday 11:30 - 12:30pm</td>
</tr>
<tr>
<td>AL-DEAIBES, Mutasim</td>
<td>Gemination: weight or length? Evidence from Rural Jordanian Arabic</td>
<td>Saturday 3:25 – 3:55pm</td>
</tr>
<tr>
<td>AL-OMARY, Maaly</td>
<td>Mechanism of Verbal Morphology among Heritage Arabic Children in the US</td>
<td>Saturday 11:30 - 12:30pm</td>
</tr>
<tr>
<td>BAGHERZADEH, Hamideh Sada</td>
<td>The Acquisition of Persian Heritage Language as an Independent Variety in the US</td>
<td>Saturday 11:30 - 12:30pm</td>
</tr>
<tr>
<td>BAYAS, Kelly</td>
<td>The role of L2 learner metalinguistic knowledge on the learning of the English resultative perfect</td>
<td>Friday 2:00 – 2:30pm</td>
</tr>
<tr>
<td>BOGA, Hizniye Isabella</td>
<td>What is a Language? What is a Dialect? - Distinguishing between Close and Distant Romance (dialectal) Varieties</td>
<td>Friday 3:25 - 3:55pm</td>
</tr>
<tr>
<td>BROWN, Alicia</td>
<td>Present Tense variation and grammaticalization in southern Arizona: How far has the progressive progressed?</td>
<td>Friday 10:55 - 11:25am</td>
</tr>
<tr>
<td>COLANTONI, Laura</td>
<td>Acquisition of intonation: are children similar to adults?</td>
<td>Saturday 4:40 - 5:40pm</td>
</tr>
<tr>
<td>CHO, Jeonghwa</td>
<td>A Corpus Study of Agreement Errors in L2 Writing: The Effect of Language Background</td>
<td>Friday 10:55 - 11:25am</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Time</td>
</tr>
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</tr>
<tr>
<td>DIAZ, Michele</td>
<td>Neural and behavioral age-related differences in language production</td>
<td>Saturday 9:00 – 10:00am</td>
</tr>
<tr>
<td>HEATH, Maria</td>
<td>No Need to Yell: A prosodic analysis of writing in all caps</td>
<td>Saturday 4:00 - 4:30pm</td>
</tr>
<tr>
<td>KIM, Minhee</td>
<td>Methodology: A Multi-Dimensional Analysis of Linguistic Variation in Research Articles</td>
<td>Saturday 2:00 - 2:30pm</td>
</tr>
<tr>
<td>KIMNACH, Rachel</td>
<td>Is German Sign Language (DGS) linguistically related to American Sign Language? (ASL): Evidence from YouTube Video Data using phonological analysis of sign production</td>
<td>Saturday 2:00 – 2:30pm</td>
</tr>
<tr>
<td>LIEN, Zhi-ling</td>
<td>Effects of Parallelism on Chinese Word Segmentation</td>
<td>Saturday 2:35 - 3:05pm</td>
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<tr>
<td>LINDEN, Joshua</td>
<td>Contrastive Focus Capitalization: Nonstandard Usages of Capital Letters in Web-based English and their Capital-I Implications</td>
<td>Friday 2:00 - 2:30pm</td>
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<tr>
<td>LOZANO, Elizabeth</td>
<td>Attachment and Language Use in Donor-Conceived Adults Self-Narratives</td>
<td>Friday 2:35 - 3:05pm</td>
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<tr>
<td>LU, Xiaolong</td>
<td>A Study on the Diminutive Word tsa in the Xianning Dialect</td>
<td>Friday 12:05 - 12:35pm</td>
</tr>
<tr>
<td>MAINAKE, Eugenie</td>
<td>Non-Native English Speaker's Attitude toward Accent-Shift: A Case Study of Indonesian Students in the U.S</td>
<td>Friday 12:05 – 12:35pm</td>
</tr>
<tr>
<td>MCDONOUGH, Patricia</td>
<td>Seventy years of Thangal: Language change and preservation in a Northeast Indian tribe</td>
<td>Friday 10:20 - 10:50am</td>
</tr>
<tr>
<td>MENDOZA-DENTON, Norma</td>
<td>The Language of Donald Trump</td>
<td>Friday 4:40-5:40pm</td>
</tr>
<tr>
<td>MONTRUL, Silvina</td>
<td>Heritage Languages Across the Lifespan</td>
<td>Friday 9:00-10:00am</td>
</tr>
<tr>
<td>OYAMA, Tomoko</td>
<td>Effects of Discourse-Level Instruction on the Use of L2 English Present Perfect in Research Reports</td>
<td>Saturday 11:30 - 12:30pm</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Time</td>
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</tr>
<tr>
<td>PAWLIKOWSKI, Susanne</td>
<td><em>A Female President, now!: A multimodal discourse analysis of Kamala Harris’s presidential announcement</em></td>
<td>Saturday 11:30 - 12:30pm</td>
</tr>
<tr>
<td>PUTHAWALA, Daniel</td>
<td><em>Controlling for Incremental Parsing Effects with Rapid Serial Visual Presentation</em></td>
<td>Saturday 11:30 - 12:30pm</td>
</tr>
<tr>
<td>ROTHMANIUK, Anna</td>
<td><em>Droga Pani Ministro: Feminine Professional Titles at Opposite Poles of the Formality Register</em></td>
<td>Saturday 11:30 - 12:30pm</td>
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<tr>
<td>SKEELS, Patrick</td>
<td><em>The Dynamics of Disagreement</em></td>
<td>Saturday 11:30 - 12:30pm</td>
</tr>
<tr>
<td>TAMIMI SAD, Seyyed Hatam</td>
<td><em>Comparing the syntax of spoken and signed language: Declaratives, interrogatives and negation in Arabic and an Iranian homesign</em></td>
<td>Saturday 10:55 - 11:25am</td>
</tr>
<tr>
<td>TAMIMI SAD, Seyyed Hatam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THRASHER, Tricia</td>
<td><em>‘I felt more at ease’: How social virtual reality impacts L2 French learners’ anxiety and oral production</em></td>
<td>Saturday 10:55 - 11:25am</td>
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<tr>
<td>TURNER, Robin</td>
<td><em>Linguistic Constructions of Agency in the Grassroots Political Movement</em></td>
<td>Friday 4:00 - 4:30pm</td>
</tr>
<tr>
<td>TYTKO, Tetiana</td>
<td><em>Suicide Markers in Online Communication: A case Study of Grad Student's Writing</em></td>
<td>Friday 11:30 - 12:00pm</td>
</tr>
<tr>
<td>VAKILI, Pouya and Reda Mohammad</td>
<td><em>Identity between Promotion and Demotion: A corpus-based Analysis of Identity Markers in Research Articles</em></td>
<td>Friday 2:30 - 3:05pm</td>
</tr>
<tr>
<td>VANHECKE, Charlotte</td>
<td><em>Stylistic and real-time dimensions of glottalization in Wisconsin English</em></td>
<td>Saturday 2:35 - 3:05pm</td>
</tr>
<tr>
<td>WILSON, Delaney et al.</td>
<td><em>The role of morphology and individual differences in the processing of regular and irregular verbs by native English speakers</em></td>
<td>Saturday 10:20 - 10:50am</td>
</tr>
<tr>
<td>YEE, Shanon</td>
<td><em>Does a nouns-bias in children’s vocabulary acquisition exist across languages of the world?</em></td>
<td>Friday 11:30 - 12:00pm</td>
</tr>
<tr>
<td>ZHANG, Difei (Lynn)</td>
<td><em>Flipping Those Pages, Swiping That Screen: A corpus-based analysis of the digital transformation of the news register</em></td>
<td>Saturday 3:25 - 3:55pm</td>
</tr>
</tbody>
</table>
Lunch:

The largest concentration of inexpensive lunch restaurants is on Green Street, west of the Illini Union. Local favorites include Murphy’s Pub for burgers, Zorba’s for gyros, and you can find quick and easy sandwich chains here as well (Subway, Jimmy John’s, Potbelly).

Other lunch possibilities include the mall-style food court in the basement of the Illini Union and a number of nearby restaurants located on Goodwin Avenue and Gregory Street, such as Basil Thai, Kofusion, J Gumbo’s, and Rosati’s Pizza, east of the Foreign Languages Building (FLB). The Intermezzo Café in the Krannert Center nearby serves baked goods, light lunches, soup, salads, and sandwiches.

Internet:

If you have your own laptop at the conference, you can sign in to the campus Wi-Fi as a guest.

Copying:

For copying, you may visit local business Notes & Quotes (502 E. John St.) or FedEx Kinko’s (613 S. Wright St.). The Main and Undergrad Libraries also provide copying services at 10 cents per page, but require the purchase of a copying card.

Coffee:

The regional chain Espresso Royale dominates the campus coffee business here, and the nearest location can be found on Goodwin Avenue and Oregon Street. Starbucks has a location in the courtyard in the Illini Union, and a number of other nearby locations. Additional nearby coffee shops include Dunkin' Donuts and Caffe Bene.

Dinner:

If you’re looking to “live large” and experience the best that CU has to offer, there are several nice restaurants in the downtown Champaign triangle. Big Grove Tavern has tasty farm-to-table treats, Destihl is a fan-favorite gastropub, and Seven Saints offers some interesting sliders and cocktails. Black Dog Smoke and Ale House is a locally-renowned BBQ joint, with locations in Urbana and Champaign. Maize also offers authentic Mexican cuisine.
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